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Programs for April

Recreation is such an important subject that we cannot dismiss it after one session and consider that we have settled the matter. A tremendous Conference devoted almost a week to the discussion of its function in life, scarcely a convention is held without giving it a place on its program, and now that Spring is in the air and the young people are rushing out-of-doors, let us take a somewhat different viewpoint and look at

Recreation—Again

Do not forget that recreation is something to DO, not merely to talk about, and give plenty of time for discussion of reports on local conditions and recommendations for plans. Arrange to celebrate Garden Week and to help your children with their gardens at home and at school. Find out what kind of a playground your children have, from the youngest to the oldest—and make it a better one. Appoint your committees for Music Week in May—AND PLAN TO SEND YOUR PRESIDENT TO THE NATIONAL CONVENTION IN ST. PAUL, MAY 5-10!

For the High School

1. *Newer Issues in Motion Pictures. II.*
2. *Year-Round Recreation.*
3. *Give More Time to Music.*
4. *The President's Message.*

For the Parent-Teacher Association or Mothers' Club

1. *Year-Round Recreation.*
2. *Give More Time to Music.*
3. *Building the Homes of To-morrow.*
4. *Will Your Boy Be a Leader?*

For the Pre-School Circle

1. *Nature Study (Ask your Librarian to tell of Bird and Flower Books.)*
2. *Plan a Co-operative Playground for the Little Ones.*
3. *Building the Homes of To-morrow.*
4. *Questions for a Mother.*

Read Mrs. Porter's fine article and plan to have a class this summer to study this vitally important subject, the spiritual training of children. This suggestion applies also to the other groups, for upon us all rests the responsibility of

ALL-THE-YEAR-ROUND PARENTHOOD

The President's Message

THE ADVANTAGES OF ORGANIZATION

AS THE time for our Annual Convention approaches, we are all beginning to "take account of stock" and to reckon up profit and loss in order to render an account of the year's work, and if we are honest bookkeepers, the pages of our ledgers must set forth both our assets and our liabilities.

What have we gained by this great union of parents and teachers and lovers of childhood, 600,000 strong, reaching from the Atlantic to the Pacific, from Canada to the Gulf, and binding together forty-eight states for the maintenance of one standard, the attainment of one object?

This month let us consider for a moment the first of these two reasons for the existence of our organization—the maintenance of one standard.

The National Congress has about it some peculiar features to which we have become so accustomed that we no longer take special note of them as assets, and yet I believe we must class them as such. One of them is our *individual membership*—the fact that every man or woman who enters our ranks is not merely one more member of a group, but is a very real factor in the life of the entire body. National officer or local private, each one pays an equal tax and has an equal right in our great democracy, and we as an organization pride ourselves no whit more on the fine achievements of a group than on the good work done by the earnest parents or the faithful teacher in the isolated home or school; for if the powerful group fail to make its members better parents and better teachers individually, then is all its material success but as sounding brass or as tinkling cymbal—and profiteth nothing. By means of an aroused and self-educating parenthood, an inspired and encouraged teaching force and an enlightened community, and by these alone, can our true aim and purpose be achieved. As in the political world we may be Republican or Democrat, Independent or Socialist, yet our real pride is in our state and national citizenship, so in this other relationship of ours, we may do our work through Circle, Association or Council, yet apart from them all we are still members of a greater whole, to which we are individually related and to which our highest loyalty and allegiance are due because each member is equally responsible for the maintenance of our standards, and by the action of the individual, everywhere, is the organization judged. But this individual membership brings us not only the gift of wide contacts, of measureless influence; it gives us also the opportunity to serve others, personally and directly. Did ever a five-cent piece bring any one of us such return as it has brought in the past two years? It has bought for seven new State Branches the benefit of parent-teacher co-operation, and one of the seven, already eight thousand in enrollment, is holding out to us a welcome to our National Convention. It has bought us recognition and representation, splendid field and office service given to all who ask, literature in abundance from national authorities supplied to each state, and through it to local groups and members—the list is not ended, and yet—there are those who do not feel that five cents is well invested in this undertaking! This question will no longer be asked when we have reached our ideal, a membership educated to a full understanding of its rights and privileges. But the light is spreading. More and more do our associations recognize the disloyalty of claiming a citizenship and holding back part of the price, and they are striving honestly and earnestly to reach the goal of one hundred per cent state and national affiliation.

That associations not included in the national group can, and do, make splendid contributions to community welfare, admits of no question, but that the combined

effort* of more than ten thousand units can more rapidly raise standards and move forward in the public service, we believe to be equally true. An isolated group, or one related to others with widely varying methods and interests has no scale of measurement, no comparison of values, no acid test of public opinion by which to regulate its operations or to estimate its failure or success. The parent-teacher movement has come out of the stage of experiment, of feeling its way and seeking its place and function, and has found a field of service so clearly defined that it may with confidence proceed to its full cultivation. But the recognition of our opportunity demands the maintenance of our second standard, that of *individual responsibility*. As we are individually members of this great body, so are we required to answer personally for its local expression; we cannot shelter ourselves behind the group which we have taken part in forming. In our work, each one of us is non-political, non-sectarian, non-commercial, lending our intelligent interest and support to the schools, doing what we may to better our community, and above all, bringing up our children in homes which every day and in every way are growing better and better.

MARGARETTA WILLIS REEVE.



St. Paul from Across the Mississippi

"We spend a tremendous amount of money every year all over the country in building new courthouses, in maintenance of courts, judges, attendants, criminal lawyers, district attorneys, prisons, wardens, keepers and all other enormous expenses connected with this work. I should not be astonished if it amounts to at least several hundred millions of dollars a year. I would like to cut this money in half and see it saved for the prevention of crime. I would like to give all the people good education, have plenty of Y. M. C. A.'s and Y. W. C. A.'s, plenty of public baths, many free concerts, music school settlements, playgrounds, parks, recreation for the people, young and old, instruction in home gardening, good housing facilities, and many other things. Then we would greatly reduce the number of our prisoners."—Adolph Lewisohn, in San Francisco Examiner.

YEAR-ROUND RECREATION FOR YOUR CITY

BY MABEL TRAVIS WOOD

Playground and Recreation Association of America

HAD you mentioned to a city or town government twenty years ago that it was as much its duty to supply its citizens with wholesome play the year round as to supply them with education or with water, you would probably have been called "visionary," or something not so polite. Less than twenty-five years ago in progressive New York City five gentlemen having the interests of childhood at heart were none too gently shown the door at the City Hall when they were bold enough to advocate supervised playgrounds. Among them were Luther Halsey Gulick and Gustavus T. Kirby, who with others were later instrumental in organizing the Playground and Recreation Association of America.

under trained leadership twelve months out of the year. If you happen to live in one of these cities, the following suggestions on the securing of a year-round recreation system do not concern you. Your efforts in that case can all be directed toward helping the municipal recreation body to make its recreation program as broad and successful as possible.

But if you live in a town or city that does not yet provide for public recreation, or provides for it only a part of the year, working to secure year-round municipal support of recreation is the most effective step your group can take in sponsoring wholesome play. For the sake of its progress, your city will eventually adopt the year-round recreation idea. Public



Ideas have changed. Year-round recreation is now considered a part of the community's job. Such publications as *The American City*, *The Modern City*, and the *City Manager Magazine* devote as much space to public recreation as they do to such time-honored phases of municipal work as sewerage, street lighting and policing.

Two hundred and fifteen cities have reported that they provide public recreation

opinion can hasten that day if, like the flour advertisement, it demands "Eventually, why not now?" Give your local government the assurance that the public favors and will support year-round recreation financed by taxes.

Playgrounds supported by private funds have greatly helped to bring about the present attitude that support of recreation is a public duty. They have shown the value of directed play in child develop-

ment and in the prevention of delinquency. In many cases they have paved the way for municipal support. Private support may still be the best solution to the recreation question in the small community. But at this stage in the recognition of play as a public need, the average community of 8,000 or more population should make sure the time is not ripe for public support before launching or extending a private recreation measure.

Many communities have school playgrounds operating a part of the year, and these may be made a starting point for a year-round system serving people of all ages. Sometimes the control of year-round public recreation systems is vested in the school board. Sometimes a park board or other existing body of this nature is given control. But the tendency is to create a recreation commission which is devoted solely to recreation and has on it representatives of the school board, park board and the community at large.

In some states legislation has made it easier to secure a public recreation system. States which have passed the so-called Home Rule Bill, authorizing communities to operate systems of public recreation and playgrounds are Connecticut, Georgia, Illinois, Iowa, Massachusetts, Michigan, New Hampshire, New Jersey, New York, North Carolina, Ohio, Pennsylvania and Utah.

This legislation is recent, dating from 1917 to 1923, except in two cases, where the laws were passed in 1915 but amended in 1921 and 1923. While the bills passed in these states are not identical in their provisions, they are similar in their general purpose, which is to enable communities to secure land, appropriate funds for recreation, employ leaders and conduct a recreation program under an existing department or through the creation of a recreation board or commission.

Illinois and Iowa are particularly fortunate in having excellent initiative and referendum features connected with amendments to the recreation laws adopted by their last state legislature. The laws now provide that towns and cities of less than 150,000 population must submit the

recreation proposition to their voters if a small percentage of the voters—ten per cent in Illinois and fifteen per cent in Iowa—have filed a petition to that effect. Thus in Illinois and Iowa a Parent-Teacher group by working up a petition could quickly and easily give the city its chance to vote for public recreation.

Field workers of the Playground and Recreation Association of America are helping cities in Illinois and Iowa to take advantage of the new laws. The support of the local Parent-Teacher Associations will be an important factor in helping many of these cities to win their recreation privileges.

The Illinois Council of Parent-Teacher Associations adopted last May a resolution which calls for securing "the co-operation of public officials and other organizations in the adoption and application of plans for community-wide, all-the-year-round recreation, involving the establishment of more playgrounds, athletic fields, community centers, community music, dramatic and pageantry opportunities for young and old."

It is essential to thoroughly educate the voter to the value and meaning of year-round recreation before a vote on establishing a recreation commission takes place. Depending on the demand for its service at the time and upon the extent of the need in the community and the latter's capacity to maintain a permanent service, the Playground and Recreation Service of America furnishes the aid of field workers to communities to help in working out their recreational problems. For full particulars concerning the conditions under which this aid is given one should write to the Association at 315 Fourth Avenue, New York City.

Economy appeals to the taxpayer's pocketbook are especially effective, and should be combined with the human appeals of giving children their birthright of happy, healthful play and grownups a chance in their recreation for the self-expression that modern industry denies them and commercial amusements rarely offer. The Superintendent of Recreation

in Oakland, California, says, "It is cheaper by far to pay taxes for municipal recreation than to buy expensive commercial recreation, and play is thereby made available for all. In 1922, in Oakland, tennis cost but 7 cents a game, baseball but 8 cents, swimming only 10 cents, volleyball 3 cents, golf 25 cents, dramatics 4 cents, and apparatus play for children but 1 cent a play. In contrast, commercial recreation required on an average: for movies, 30 cents; baseball, 35 cents; dances, \$1.50; pool, 60 cents; bowling, 75 cents, and theaters, \$1.25 for similar play periods."

saic, New Jersey, the juvenile court was closed for lack of business five months after the establishment of a recreation commission.

As an economic advantage of setting up a recreation system as early as possible, it may be pointed out that land which may be purchased for playgrounds and athletic fields is not likely to become cheaper. An argument that will appeal to business men is the fact that new industries seek towns and cities which have adequate facilities for wholesome play the year round and vice versa. A few months ago a mid-western city lost an important new industry



It costs on an average \$439 to maintain one juvenile delinquent in a reformatory for a year. So, considering fifty cents per capita a fair yearly expenditure for public recreation, a year's directed play can be supplied to 878 children for the saving involved in keeping only one child out of the reformatory. Cities have reported reductions in delinquency ranging from twenty-five per cent to seventy-five per cent since directed play was provided. In Pas-

for the sole reason that it offered its people no recreation except passive commercial amusements.

In working to extend publicly supported summer recreation into a year-round recreation system, emphasize the fact that juvenile delinquency and accidents to children at play in the streets know no season. Daily play for health is necessary the year round, and is even more important in winter, when we are apt to "den up," than in

summer. Public funds have been invested in playgrounds and equipment which remain idle most of the year when a comparatively inexpensive factor, leadership, would keep them running continuously. With a year-round recreation system a better type of leadership may often be made available, as few first-class recreation directors want a job for only part of the year.

Every community needs to realize as

soon as possible that supplying directed play is not philanthropy, but a precious responsibility. Giving boys and girls an education has long been considered a public duty. Just as necessary to making them good citizens is filling their leisure hours with recreation that builds their bodies, safeguards them from the dangers to life and morals of play in the streets, teaches them fair play and develops initiative.

NATURE STUDY—THE ESSENCE OF AN EDUCATION

BY MRS. JOHN D. SHERMAN

Chairman, Department of Applied Education, General Federation of Women's Clubs

EVERY child should be given the opportunity to learn something about his relation to the universe in which he lives. It is the responsibility of parents and teachers to see that the minds of our boys and girls are opened to the voices of nature—that their senses be so trained that all the world becomes alive to them.

Nature study has a necessary place in child training that nothing else can fill. Mathematics, language, history, and geography each serve invaluable cultural purposes, but these alone will not produce the efficient mind. These studies are learned from books; nature study puts it up to the child. He must discover his facts for himself in the flower that grows in the garden, the bird he follows from tree to tree, the pebble with the curious streaks which he finds in the lane. His quest for pretty specimens, and then for origins and functions, develops an independence of thought and action and a self-born interest which books do not inspire. His natural curiosity is developed and trained. He wants to know what causes this, how that grows, why one bird lives in rock ledges and another in swaying branches. He learns to investigate, to reason from observed facts, and the wholesome imagination which he develops will be one of his greatest educational assets.

Furthermore, the study of nature as it is related to the playtime of children cannot be overestimated. The play life of the child is really more important than his school life. It is during childhood that character is in the making. Character formed in childhood may be remade, modified and improved in later years, but the task is difficult. In childhood the use of playtime is often the factor which determines the whole course of the child's life. This is the time when teachers and parents have a wonderful opportunity. The interest in the world of nature and science that is aroused in the school-room can be fostered during playtime hours. If we can solve the playtime problem of the children of the land, we will have gone a long way toward solving many of the problems that today confront the people of every community.

When organized groups of parents and teachers in every community come together on the common ground of interest in the development of the boys and girls of that community there can be no doubt as to the result. Will you not help us in our efforts to have natural science and nature made an integral part of the elementary grades of the public school course? The subject should rank with recognized standard subjects and the pupils be given credit for their work.

NATIONAL GARDEN WEEK CAMPAIGN

DIRECTED BY MRS. JOHN D. SHERMAN

Chairman Department of Applied Education, General Federation of Women's Clubs

THE second National Garden Week Campaign is set for April 20 to 26. These dates were chosen as being fairly representative of an early spring planting week. It was realized that it would be impossible to find a date that would synchronize with the actual making of a garden in all localities. In some places this date will be too late and in others the chill of winter will not have left the soil. To meet this condition a program has been prepared that will give the people of every community an opportunity to take part and to feature some of the many phases of gardening in its relation to the home and the life of the community in terms of health, education and prosperity, and from the standpoint of utility and beauty.

A house does not suggest a home unless it has a garden and growing things around it. The house without a garden has an unfriendly appearance, and seems but a temporary stopping place for the occupants. In striking contrast is the house with a garden and nature's setting. Here is the home atmosphere, the appearance of permanence and the feeling that a happy and contented family lives within.

GARDEN WEEK SUGGESTIONS

Ask Churches, Sunday Schools, Child Welfare Societies, Boy Scouts, Girl Scouts, Camp Fire Girls and other organizations and the press to take part in the observance of Garden Week.

Urge School Boards, Boards of Trade and Health to co-operate. Raise a fund for garden prizes.

Encourage competitive activities along the lines of flower gardens, vegetable gardens, mixed gardens, window boxes, lawns and landscaping home grounds.

If a radio broadcasting station is accessible, arrange to have timely garden topics broadcasted.

Combine the observance of Arbor Day with Garden Week.

Arrange for distribution of seeds to children.

Ask the management of the moving picture theatre to show films of gardens, trees, birds and flowers.

Have four-minute talks upon the garden and what it will do for the child, the family and the community.

In large cities arrange for a booth to be placed in a railroad station where suburban people who have gardens may leave their surplus flowers and vegetables to be distributed among the city's sick and poor.

Produce raised by School Gardens last year in and near New York City amounted to over \$33,000 and 3,552 children participated in the work.

The School Gardens in Cape Girardeau, Mo., last year supplied the school cafeterias with vegetables.

EXHIBITS

Libraries and book stores to feature books on gardening; pictures of American and foreign gardens.

Art stores to feature garden sculptures; fountains, bird baths, sun dials and small garden statues.

Florists to feature garden flowers, plants and seed.

Department and hardware stores to feature garden tools, furniture and sport and playground supplies.

Bird house exhibit in some public place.

Model garden planned by children.

NEWER ISSUES IN THE MOTION-PICTURE SITUATION

BY H. DORA STECKER

PART II

A Talk given before the Woman's City Club, Cincinnati, Ohio

THE RESPONSIBILITY OF THE EXHIBITOR

NOW, WHAT responsibility has the exhibitor—the man who runs a theater? Local organizations of the public are apt to vent their displeasure on him alone, when he is really only a buffer between them and the absentee who made the picture or who is responsible for the terms and conditions of its distribution.

Here you are likely to find a small replica, with but few exceptions, of the type that controls the industry at the source: most often a person of meager background. He has been steeped in the jargon of theatrical advertising and taught to play up the sensational—thanks to the publicity methods of the industry. A few of the largest theaters have broken down this attitude, and have developed artistic presentation and a high-class program in its entirety, but they are exceptions. Most people do not know that the exhibitor is not a free agent to pick and choose what films he shall exhibit, especially if he changes his program often. The home office usually sells a season's output to a purchaser and requires the purchaser to sign for a "bloc" of films, as it is called. Some of these may be good, some bad, and some indifferent. Some may contain a few stars who habitually play in slightly dubious themes. I remember the feeling of futility which overcame me when I was first confronted with this iron-clad rule after taking over the operation of a suburban theater here in Cincinnati. It certainly works a hardship for the exhibitor who has the welfare of his audience at heart. Its reason is the desire of each distributing company to serve each theater with which it does business one hundred per cent.

Mr. Will H. Hays has been engaged in negotiating an equitable contract between certain producers, distributors, and exhibitors of motion pictures, in which business

ethics and other pertinent topics are being considered! but so far as I have been able to learn from first-hand correspondence, this very important subject of freedom in choosing films is not settled, although I have taken the liberty of pointing out its significance to the Hays office.

What we should expect of the exhibitor is that he bear an open mind to the public's dissatisfaction with much of the present output of the screen, and not dismiss it all as the ferment of "ministers and reformers." Also that he realize that any step toward safeguarding the welfare of the public in this matter is not rank interference with the freedom of business to do as it pleases. Again, to consider performances as a whole, and not ruin the effect of a fine motion picture by adding a cheap comedy or interjecting low-taste vaudeville and prizes into the program. The children's matinees, fostered by the Cincinnati Council for Better Motion Pictures, were all but ruined in one suburban theater, because the manager insisted upon strengthening the program with a "serial," the latter, in some quarters, being held to be an unfailing means of attracting children. He should be willing to put on interesting short subjects, such as news reels, weekly magazines which fascinate with bits of information about all parts of the world, and about industrial processes; and travel-ogues and scenics. He should set aside a special night at week-ends for family performances; in fact, he would find it profitable to make Fridays and Saturdays family performances. He should give strictly accurate account of the content of his pictures in his program. He should listen to what the more thoughtful of his patrons have to say. Conversely, the audience should encourage him in worthy efforts and should co-operate with him in bringing forward fine productions.

CENSORSHIP AND ENFORCEMENT

As you recall, the demand for some sort of control over the content of motion pictures arose simultaneously with their growth in popularity. The public went in for legislative control through censorship, state and municipal, secure in the fond belief that all would be right once a law were gotten on the statute books. They did not even pause to see if any means of enforcement were provided in order to carry out the rulings of the censor's office. In Ohio, so far as intent is concerned, we have a law which gives our censors wide powers. In most states where censorship is established, films may not be rejected unless there is something radically wrong with them, such as obscenity, indecency, immorality, inhumaneness, sacrilege, or a tendency to corrupt morals or incite crime. But in Ohio, all moving pictures, according to the law, must have positive virtues; they must be moral, educational, or at least of a harmless and amusing nature. In spite of these good intentions, and of the industriousness of our censors, the cold fact remains that our Ohio law has no teeth—no enforcement power—and that most state censor laws lack the same power. In our state it seems to be an omission in the framing of the present law.

May I quote what the New York Motion Picture Commission has to say in this regard in its annual report for 1921, a short while after its creation? "If the statute is to be made effective, and the screen purged of objectionable films, there must be a system of inspection provided for. There are about 1,700 theaters in New York State. Unless the theaters are inspected, there is no manner by which it can be determined whether films are being exhibited without the proper identification matter or without being licensed or a permit granted. There is no method of determining whether the films exhibited have been deleted as directed by the Commission, unless an actual inspection is had of the films exhibited. A system of voluntary inspection has been undertaken in other states, and has proven very unsatisfactory." The Pennsylvania Board of Censors (during eight years

of operation) has tried all methods of inspection, and has come to the conclusion that the only satisfactory way is to have paid inspectors. "Without proper inspection, the work of the New York Commission will not only become ineffective, but the Commission will be subject to more or less ridicule."

Censors will continue to be storm centers wherever they are found to do their work conscientiously, as the industry will not sit idly by, while, say a million dollar production is forbidden state distribution by the dictum of a mere state officer. Naturally the industry is fighting the extension of censorship. As yet, there are not more than half a dozen states operating under censorship; but in 1921 laws on this subject were introduced into thirty-six state legislatures, and were defeated in thirty-four of them. The industry, you see, has entered politics because of the menace of control by the public.

There has been some talk, as you know, of federal censorship, and in some quarters one hears the confession that certain companies would welcome government control, in order to be free from the inconvenience caused by conflicting standards of the various state and municipal regulations. Mr. Hays, however, has made it clear in his recent public utterances that he does not favor federal censorship or any form of "political" censorship (meaning thereby, statutory or legislative control emanating from the public); as he deems it to be essentially un-American, and believes that if the industry is let alone it will right itself, possibly, with the aid of the public in an advisory capacity. Now let us be clear as to what this means. All of us, I am sure, have weighed and balanced this question. The indiscriminate barring from circulation of great literary and scientific books by prudists, without regard to their high seriousness of purpose, is irritating. The effort, at times, of well-meaning censors to regulate our manners makes us somewhat skeptical of the process. Yet the widespread and unregulated attendance of boys and girls upon commercial motion picture performances makes us pause. All of us

believe that regulation of motion pictures at their source of production is infinitely more logical than their rejection or alteration after a yearly expenditure of approximately \$200,000,000 has been incurred. Consider our political philosophy which permits a group in the community to manufacture, without public supervision as to content, \$200,000,000 worth of commodities annually, whose social value may be questioned later on. But in the absence of any legal safeguard other than what we have set up through censorship, can we afford to give that up for something less certain? At least, we are assured in localities so safeguarded that the worst is kept off the screen; we must choose with discrimination from what remains.

Long ago the industry set out to right itself. I need not recount to you the beginnings of the National Board of Review, in 1909, I think it was, when Mayor McClellan, of New York City, called together a group of citizens to see what could be done about motion pictures, which were then largely imported from France, and were found to be objectionable in many instances. You recall that this became, in effect, the official censor board of the industry. The industry pays generously for having its pictures reviewed, and paid secretaries and a representative of the industry, I am told, sit in with each reviewing committee. Relatively few rejections are made. So much so that the feeling has grown in some quarters, that this body is primarily an endorsing body for the industry. At best, it is merely a reviewing board without legal power to enforce its decisions on the industry. Hardly a single reel comes on the screen in this country without the official stamp of the National Board of Review. The uninitiated confuse this with the seal of some imaginary governmental body, and think the film has been passed by Uncle Sam. So you see, the industry has accepted the principle of censorship, but censorship by an unofficial body, with no power of enforcement. Our fourth largest industry objects to being regulated legally by the public. It is just as if our public utilities proclaimed the

principle that they did not believe in the state and federal commissions which the public desired to erect for their own protection's sake, and advocated advisory bodies of their own choosing, clothed with no legal authority, to pass upon the acts of the same public utilities.

In addition, I want to call attention to the fact that, with the best of intentions, Mr. Hays is still the representative of a company of producers and distributors, and that his powers are only such as are granted by the men making up the Motion Picture Producers and Distributors of America. This company does not include all the companies which are making motion pictures, by any means. For instance, First National, Pathé, Hodkinson, the United Artists, and Standard are some of the large companies which do not belong. The tremendous avenues of skillfully directed publicity which Mr. Hays has opened to a somewhat discredited industry, and the prestige which he commands personally, seem to be somewhat of a disadvantage for the scientific study and consideration of the problem. Mr. Hays' contribution to the cause will be moral suasion with his own group, and the pacifying of the public, at least temporarily, by creating an advisory citizenship committee to find out what the public wants. Naturally, such a committee functions slowly; its headquarters are in New York City, where the pressure of the industry is inevitable; its executive representative has his office with Mr. Hays. Yet we all admit that some central point of contact by the public with the industry is highly desirable; and this new gesture on the part of motion picture men should be met in a like spirit of co-operativeness. But the machinery created by the industry through Mr. Hays is not a substitute for the efforts which the public is making, and has made for its own protection; it is merely supplementary.

LACK OF ORGANIZATION ON THE PART OF THE PUBLIC

With all our concern about motion pictures during the last eight years, no great national organization representing the as-

pirations of a united public has as yet emerged. Even state organizations are the exception. What is being accomplished is largely the work of sporadic local groups which are working single-handed with their home situations. Yet I should like to devote a word here to the good which even local groups may accomplish. The Cincinnati Council for Better Motion Pictures, the outgrowth of a joint survey of the types of films seen by children, conducted by the Women's City Club and the Juvenile Protective Association, has been functioning for four years, two of them under the leadership of the Juvenile Protective Association, when 105 special performances for young persons and their families were stimulated in seven neighborhoods of the city. During that time the Council reviewed pictures systematically, and from time to time issued summary lists of approved films which it had seen, for use at these special performances and by community groups. In spite of small beginnings, it is surprising what a handful of people can accomplish. Neighborhood interest in better performances, as a result of matinees given and educational work done, still exists and awaits further guidance.

Schools, churches, community and recrea-

tional centers, and various institutions for the care of the handicapped, dependent, and delinquent, need guidance in the selection of motion pictures. At present the industry everywhere resents the encroachment of socialized groups in a field considered to be exclusively the domain of commercially conducted screen theaters, and is making it difficult for these groups to obtain satisfactory films. This is a vital controversy—one that has been presented to Mr. Hays from a number of sources. If, as has been reported, Mr. Hays authoritatively lays down the dictum that the men in the industry have to be protected in their investments, and that only strictly educational and strictly religious motion pictures should be shown in schools and churches, respectively, the movement for carefully selected, high-grade programs under socialized auspices—the movement away from commercial recreation, which since the war has made strides in this country—will be given a severe setback. Such a question is a challenge to the statesmanship of the industry. Let us hope that it seizes its opportunity to demonstrate to the public its sincerity in creating a channel of contact by which the aspirations of the public may be ascertained and realized.

A MAY-DAY SUGGESTION

EAST JAFFRAY, New Hampshire, with a population of about twenty-four hundred, has been working hard through the Parent-Teacher Associations and other groups to start a playground for the five hundred children of the community. Several acres of land have been purchased, equipment bought and a grand stand erected. This year, efforts are being directed toward raising money for the salary of the play leader.

A number of interesting methods have been devised for raising money. Of these, a May breakfast, served May Day morning, was perhaps the most novel. At five o'clock the first breakfasts were served, and from that time on people continued to come until nine o'clock. There were mill and factory workers, store keepers, and whole families and clubs. Three buglers, one in the belfry of the Universalist church, one in the Baptist church, and the third in the grand stand, sounded the call to breakfast and awakened the people by playing "Oh, How I Hate to Get Up in the Morning." This was followed by the mess call. May maidens were to have sung May carols in the town square, but the cold weather made it necessary to omit this part of the program. Boy Scouts, Girl Scouts and the senior class of the high school all assisted in making the affair a success.—*The Playground*.

"GIVE MORE TIME TO MUSIC"

BY ADA L. WEBBER

IN "Shackled Youth," Edward Yeomans says some very unpalatable things about America. Perhaps they are true. He says we have "no sense of Beauty, no response to the demands of a great emotion except by the cheap and tawdry expression of a dry and artificial life, a life of grimacing and street-walking and automobile-riding and theatre-going." Our only hope, he asserts, lies in making our *homes* places where our children shall be taught self-direction, courage, reverence, light-heartedness, unselfishness and a love of truth and beauty. "The last item is undoubtedly the rarest, and yet it contains all the rest."

However merited this indictment may be, there are certainly some hopeful signs along the musical horizon, indicating that our children and their children may have inculcated in them a deeper love of truth and beauty. The phonograph, the player-piano and the radio have brought music, good, bad and indifferent into our homes. Never has there been a time when so much was done for the advancement of school music, along lines of music appreciation, school orchestras, glee clubs, music memory contests, opportunities for hearing the best music and opportunities for the full development of individual talent.

Perhaps no state is taking music more seriously than Pennsylvania. The recently published Program of Musical Education is well-named a "Forward-looking School Music Program." One important feature is a State Director of Music whose standing in the State Department is on a par with the directors of other major subjects. Philadelphia will soon possess a music school which will rank with the greatest of German schools of past years, the Conservatoire of France, or any institution of musical learning in this country. Kentucky, too, has a State Director of Music who sent last November an inspiring letter to the Parent-Teacher Associations of that state, telling many practical ways in which they could further the cause of good music.

It may not be too visionary to dream of a day when our Federal Government will do something for the "language of the soul," aside from maintaining military bands. An entering wedge appears to have been made recently when a series of chamber concerts was given in the Freer Art Gallery in Washington. These concerts, with such artists as Harold Bauer, and Lionel Tertis, were made possible by the generosity of Mrs. Frederick Coolidge, but the arrangements were in charge of Mr. Herbert Putnam, librarian of Congress, so the concerts may be regarded as semi-official.

In Massachusetts a Course in Music for Mothers by Miss Rose Ella Cunningham of Lexington, a piano teacher of recognized ability, is being given under the auspices of the State Department of Education as a University Extension Course. Edward Grieg once said, "I doubt seriously if I should ever have become a musician at all, never to speak of a composer, if it had not been for the music my mother gave me before I was five." It is with this thought in mind—the importance of the pre-school years—that Miss Cunningham has prepared this simple, brief course of ten lessons to prepare mothers to give their children musical guidance in the home. No previous knowledge of music on the part of mothers is required. The plan is to have the Course taught by any school teacher with a moderate amount of musical ability to small groups of mothers.

The Federation of Women's Clubs, through its splendid Music Division, is furthering an interest in music along many lines. Its motto is, "Let us make good music popular and popular music good." A particularly fine idea is the daily music hour in every home. Another, is the use of the Music Memory Contest in Sunday Schools where so often unworthy and unworshipful music has replaced the old, standard hymns of the church.

During recent years, in 155 towns, cities,

and counties in the United States, there has been some sort of observance of Music Week, varying in program and scope with the area represented and the enthusiasm of its sponsors. This seems sufficiently epoch-making to those who have so long labored to put music in its rightful place, but a more wonderful event awaits us in the near future.

The week of May 4-10, 1924, will be our *First National Music Week*, the outgrowth of the many successful local celebrations which have already been held in over thirty states. Truly was Walt Whitman inspired when he wrote, "I see America go singing to her destiny."

One reads with keen interest the story of the movement in New York, San Francisco, Los Angeles, Denver, Washington, and of the state-wide Music Week in Pennsylvania, but the venture may just as successfully be undertaken in the smaller town, only on a simpler scale, and perhaps the results may be more directly felt because the need is more urgent. In Massachusetts, a manufacturing town of eight or nine thousand is preparing for its third annual Music Week. The increase in civic pride and the improvement in community spirit have been markedly evident since the first year. A small town of two thousand people in Kansas, an agricultural settlement has maintained for thirty years a community chorus which has annually given "The Messiah."

The democracy of the thing, its all-inclusiveness, is one of its chief glories. It isn't just a chance for one or two near-professionals to get a hearing; the whole town is in it, head over heels. Unknown, undreamed-of talent is discovered, so that at the concerts one is apt to hear in a sur-

prised whisper, "Well! look at Susanna Doolittle in the orchestra; I never knew *she* could play!" Every one has a chance to join the community chorus, even the man who confesses that he knows just two tunes:—"one is Yankee Doodle and the other isn't," and the girl who admits that she sings a little, "but only for my own amazement."

The key-note must be co-operation—churches, schools, clubs, fraternal organizations, music teachers, theaters and motion picture houses, libraries, stores, and boards of government, all working for the success of an undertaking which is sure to be a means of uplift and joy to the whole community. What better service can a local Parent-Teacher Association give than to ask in its own meetings, through its local papers, on the street and in the churches, this question:—"Is there any good and sufficient reason why WE shouldn't have a Music Week?" Take for your slogan the terse sentence given us by the National Music Week Committee, "Give More Thought to Music," and start your campaign for a "Music Bath" for your town. The National Music Week Committee with Headquarters at 105 West 40th St., New York City, will gladly furnish information in regard to the organization of local celebrations.

A newly-aroused and vitally important interest in music is being shown all over our land. Standing as we do for democracy, for education, for culture, for child-nurture, in all of which music plays so large and so important a part, is not the time ripe for our own National Congress of Mothers and Parent-Teacher Associations to create a National Department of Music?

*The Bells of Youth are ringing in the gate-ways of the South;
The bannerets of green are now unfurled:
Spring has risen with a laugh, a wild-rose in her mouth,
And is singing, singing, singing through the world.*

—Fiona Macleod.

THE FUNCTION OF THE SMALL NATURE STUDY CAMP IN EDUCATION

BY MARY INGALLS LAMBERT

THE summer camp is now recognized by parents and teachers as an educational institution. Its great value to children lies in the quality of the companionship existing between the children and the grown-ups, who are often persons of high standing in their professions.

As some parents are reluctant to send children, especially girls, between 8 and 12 years of age, away from the atmosphere of family life, and equally reluctant to deprive their children of the obvious educational advantage of a close comradeship impossible to secure in schools under present methods of organization, there is an opportunity for a real service to children from 8 to 12 years or younger, in the development of small camps organized as family units through the co-operation of interested parents and teachers of natural history. In such camps, with the atmosphere of family life, children can receive those important impressions of nature during the years when the mind is eagerly receptive, so that upon joining a larger camp at a suitable age, they are better prepared to adjust themselves to the wider liberties of a more complex environment.

This account deals with the development of a Nature Study camp, organized as a family unit, for the purpose of providing a natural type of summer-time education for younger children that shall round out the formal program required in school.

It is hoped that other parents and teachers will be moved to make a similar effort to solve the education problem facing every family with growing children; for no longer does grandfather's farm loom up as a possibility for many boys and girls.

In any camp the trend of the nature study is determined largely by two factors: the "lay of the land" where the camp is located, and the knowledge of the surroundings possessed by those who interpret nature to the children who visit the camp.

The distinctive feature of the "Camp of the Roaring Tides" is its location near the ruins of an historic tide mill on the Maine seacoast. As the ruins account for the roaring tidal waterfall and afford a safe home for many a jolly little animal, so the lesson of the tides as an introduction to nature and the workings of her laws is sudden and dramatic. The director of the nature study, Dr. F. D. Lambert, Professor of Botany in Tufts College, having spent twenty-seven years in the region, has that intimate knowledge of the whole countryside that usually only natives of a place can boast. The consequent friendliness of spirit shown toward the camp by our sturdy fishermen neighbors is a precious reminder of those earlier New England days before the labor of hand had been vanquished by the machine; when neighbors whose fires had gone out "came for coals"—the days when sea and soil gave their bounty to those who accepted the challenge.

Near a quaint little fishing village, in a lovely spruce grove bordering a secluded cove, lies the camp. With a daughter, a foster-daughter and a small group of girls and older guests, rare spirits all, we play at pioneering in ways old and new. By the sweat of our brows and the wit of our minds which accept the challenge of man's dependence upon nature, we instill into the hearts of our children a love of the land and sea and a sense of homemaking as a fine art; we enrich our acquaintance with the thoughts of other minds and ages through reading and discussion round camp fire and table; we help to shape the destiny of our children's children. Thus we preserve the continuity of that inner home life, governing our activities by the resources of the surroundings.

Two main projects furnish practical experience, as in any family anywhere, namely, to gain our living from nature, and to administer the home. Recreation differing from both is seasoning for each.

So, like earlier settlers, each year we clear the land, fell the trees, make a garden, enlarge our buildings and plan development, the whole being regarded as an educational enterprise in the broader sense. In every occurrence, in every plan, can man's relation to nature be demonstrated, and particularly through emphasis on the correlation between the work of the hand and the head. Children can easily understand that ideas determine the course of history, that the engines which the brain of man devises and makes with his hands will be used as his heart desires. An idea and an ideal must dwell in every heart if history shall become a glorious and wholesome page, recording man's endeavor to preserve civilization, lest it die by its own hand through neglect to guard its youth.

So man, the medium of creative genius, maintains his place in nature by the use he makes of his hands. This idea—this challenge of nature to co-operate in observing her laws, this command to obey, gives every girl opportunity to work out, practically, all her ideas in creative housekeeping and homekeeping.

In the practical routine of daily life, the camp functions as a home laboratory of domestic science. Under the leadership of the camp mother, each girl, according to her age and talents, takes her turn in responsibility for the successful operation of the household machinery. Creative camping as a fine art is practiced with a zest, a spontaneity, a quality of heart, and a quickness of wit that often produces the most wonderful results. Would there were space for stories!

Nothing goes on in which the girls fail to share, even to helping the carpenter lay a course of shingles. They all look forward to being old enough to swing an axe or use the cross-cut saw. Everybody clams and fishes, but in all our adventures upon the waters, only one girl thus far has ever had the luck of hooking a 40-pound cod on a deep-sea fishing trip to the "Outer Pasture."

Through various degrees of responsibility, through successive stages of achievement, each girl reaches a goal where she commands a certain amount of accurate knowledge concerning her environment, and her relation to it. Then comes the fun of the camp tests. 1. Make and bake without supervision or reminder or suggestion from any other person a batch of bread, raised with yeast. This effort includes the supervision of the wood fires, and co-operation with whomever wishes to use the top of the stove for other cooking while the oven is in use. 2. Plan and prepare an entire meal for the whole camp with or without help from other girls. The more ambitious and experienced select dinner.

No one is allowed to attempt this test who has inadequate experience in cooking or in co-operation. "The proof of the pudding. . . ." 3. Plan meals for the camp for one day, balanced diet for each meal, selecting only such foods as the region, and preferably the camp, provides, certain staple raw materials excepted, such as flour, sugar, salt, etc. 4. Show skill in handicraft and ingenuity in decoration, by making something to enhance the beauty or usefulness of the camp, to be a permanent



The Champion

reminder of the girl's personality. The greatest effect with the least material is a point of excellence. This test symbolizes the obligation to leave a sign on the trail, to be a contributor to permanent values wherever one may make a home. 5. Name a certain number of plants and animals of land and sea that have been observed in camp. Tell something to indicate a first-hand acquaintance with them—one of the most interesting tests, as disclosing powers of observation and memory. 6. Show some definite knowledge of the fishing industry as practiced by our neighbors. This serves to show a broadening of human sympathies, as well as the extent to which the sea and the message of the tides has stamped a character on a community. It demonstrates accurate nautical knowledge. 7. Deal with some disciplinary problem as a responsibility and an opportunity, with graciousness and tact. There are girls who have passed this test the first day in camp. 8. Demonstrate how to place and tie boats so that they may be safe from tides and winds through the night, and be in the exact place where they will be needed at a given hour the next morning. With winds that may shift and a tide that drops twelve feet, this test is an interesting and very valuable one. 9. Demonstrate an ability to keep a tent properly guarded against wind and weather. 10. Demonstrate ability, in writing, to tell the mother of any child of your acquaintance why the camp is, or is not, suited to her daughter's needs.

The tests are given informally, often without the girl knowing that she is being tested, a spur to her imagination that affords deep satisfaction to those who enjoy watching the child gain command of her powers.

Yes—the children always know when the grown-ups are in league to help them use their best gifts. If it were not so, the camp motto, "Forsan et haec, . . ." were a pretence, and our proverb a denial of the fact that man as a part of nature is a child of God. At the very heart of nature, within the home, age, in obedience to law, is guiding these little weavers of fate in the choice of colors, patterns, and designs for that bright tapestry of youth which may perchance become the only adornment of their house of life.

And so, against a background of clear blue sky, green stretches of meadow against dark spruces, foaming dashing tides racing to the sea only to return, a steady curl of smoke rising from the little cabin to meet the whirling flights of wide-winged gulls, is woven into the fabric the story of each girl's victories and achievements, interthreaded in untarnishable gold with the words of the poet—"Forsan et haec olim meminisse juvabit"—"and perchance some day it will be pleasing to remember this," together with those earlier words of courageous portent—"A man's wisdom maketh his face to shine, and the boldness of his countenance shall be changed."



Against Dark Spruces

WILL YOUR BOY BE A LEADER?

BY FRANK H. CHELEY

Editor-in-Chief, "Modern Boy Activity": a Library for Fathers and Sons

STATISTICS are very formidable things, yet how could we possibly get along without them? By means of them we are able to help ourselves see things as they really are, and that is what we wish to do right now, so we shall just marshal up a few facts on the leadership question to begin with and then with these very cold, hard facts well in mind, we shall proceed to answer our own question as best we may.

Statistics say that but two boys out of a hundred ever reach a place of leadership in the world. The other ninety-eight, for reasons we shall discuss later on, are content to march, or loiter, or drag along behind; followers, forever followers, in the grand procession.

The chances then, according to reliable data gathered by reliable experts, of your boy ever becoming a leader are just two to ninety-eight, a very startling fact in itself. If but two eggs hatched out of a hundred, the owner would consider his efforts a grand failure. If but two potato vines to the hundred set potatoes, the farmer would starve. If but two tires out of a hundred in a factory were A-1 and ninety-eight were seconds, that factory would go bankrupt in short order; in fact, if two tires out of a hundred were bad, the concern would go to no end of expense and effort to locate the exact causes, for a failure in a tire is expensive. True, seconds can be used, but they are usually a great aggravation to everybody and no end of trouble, and in the long run a first-class, A-1, all-round satisfactory tire is the cheapest by long odds.

But to come back to boys, for centuries of time society has gone on and on perfectly content to see two boys out of a hundred rise to the leadership class, while the other ninety-eight have gone through life as "seconds" and logically the great big question is WHY?

Why is it that but two per cent of boys arrive? Is it because they are naturally short in their endowments? Is it because by nature they are "twenty-two's," when leadership is of a much larger caliber? Undoubtedly, this is true in some cases. Mental tests prove it; physical tests prove it. Our national illiteracy figures prove it. This same statistician tells us that an alarming number of modern humans are morons—individuals with very limited mental capacities—so that it would never be possible to make leaders of all boys; but that fact, ugly as it is, should not mislead us. Morons are in the vast minority—not over twenty per cent at the very most, likely not even ten per cent, but why, then, is there so little leadership produced from the remaining ninety per cent that are normal raw material? The answer to that very question is a very significant one to every single parent of a growing boy. It is because modern society has not yet learned how to conserve and scientifically cultivate potential leadership quality in growing young life. It is a startling fact, but true, that most boys, yes, modern American boys in this enlightened age of educational progress, still just grow up—follow the line of least resistance—make a physical living to keep from starving, but have no idea of how to make a life.

Now and again an unusually fine piece of raw material, by the process of hard knocks and pure potential power, rises in spite of a clumsy, awkward, even stultifying society to a place of real leadership, and is heralded in all the magazines as a self-made man. (It is interesting to note that twenty-seven of the ten thousand names listed in "Who's Who in America," the supposed leaders of society, got there by this self-made process.) It always sounds romantic and in a way is a splendid achievement, but the chances, 27 to 10,000, are rather small. We must find a better way.

The fact is that society has not yet awakened first of all to the true significance of leadership to her own ultimate self-preservation, and second, to her obligation to make a vastly better showing with the potential raw material that is in her hands. It would almost seem sometimes that the two per cent who do reach places of leadership do so in spite of organized society, rather than with her help and guidance, and when I say that I am thinking of the parental training in the average home.

Thousands of boys—potential leaders in every realm of life—go undiscovered under our very eyes, and that in spite of our great assortment of training machinery, schools, churches, yes, even homes, *but two per cent of boys are becoming leaders because we do not know how to discover and train leaders.* “The fault is within us and not with our stars.” About us everywhere are splendid, marvelous diamonds in the rough, but we are so busy playing with sand that we are entirely unconscious of the wealth that is everywhere about waiting to be found.

Will your boy be a leader? Statistics say likely not, but you—the American parents in the American homes—can, if you will, challenge such figures. Your boy (granted that he is a normal boy) may become a leader in spite of all the figures in the world if you will set about it resolutely to develop to maximum the unguessed powers and capacities and abilities of that boy—if you will cultivate him as carefully and consistently as you would cultivate a prize rosebed, believing that leadership is there and that by a process of training you will bring it to the surface and train it into action, instead of following the common practice of allowing the boy to follow what in most cases is the law of least resistance.

There are now splendid charts of child life that are very helpful in showing you what you may expect year by year so you may stimulate the low places. There are many splendid, simple psychologies of boy life that will help you understand the complex plant you have undertaken to cultivate into an extraordinary plant—a leader.

You must be reasonably scientific in your treatment and you must assume the task yourself, for no school or organization, no matter how splendid, can begin to do what the parent in the home can do. Use every agency to help you that is available, but never lose sight of the main issue, **YOURSELF.** If your boy is to become a leader of men, *you* must train him into leadership, otherwise his chances are two to ninety-eight.

You must train your boy to be an independent individual, able to think through and decide great issues for himself. You must train him to will, not to depend upon you for all the willing. You must teach him from the very beginning that he is going to be a leader. You must set his imagination on fire with ideas of leadership. You must never, never suggest failure. You must establish the habit of victory even in tiny, little things.

You must teach him to love work for work's sake. No one was ever given real leadership on a silver platter. You must train him in abiding character, for leadership is after all character expressing itself in action. There can be no leadership that is abiding without character, and character is rooted deep in essential religion—the right attitude of a boy to his God and to his fellow-men.

You must build for him a sturdy physical body founded on sound, sane health habits that are automatic before he is ten.

You must develop his mental powers, not alone in school, for school alone can not do it, but by good books and educational *hobbies* and travel and self-expressional activity and directed play.

You must develop his social nature by helping him unfold an attractive personality and by being friendly and by having a life full to running over with service and good will.

All these things and more are possible for most boys. Experiments by the hundred have been made to prove it. If it is possible to develop a thornless cactus from the despicable prickly pear of the desert *by cultivating the desirable qualities and*

crowding out the undesirable ones, then there lies buried in every normal boy vast leadership possibilities awaiting a prospector to make the discovery and bring it to the surface. It was for this purpose God gave a boy parents and a home and brothers and sisters and all the complex relationships of life.

There was a day in the long dim past when leadership was largely physical. Men ruled by strength of muscle, but that is not the case now. The big stick of modern leadership is now in the "head and in the heart." As some one has suggested, man is a tool-using animal. He has forged his way to supremacy over all the earth because he has learned how to use more or less effectively the tools nature has placed in his toolbox (his natural abilities and capacities) to make other tools and get other tools. A true leader is one who has mastered the use of every tool in his kit and who has learned how to keep his tools sharp. The failure and the "second" is the man who for various reasons is struggling through life with dull tools and a poor technique besides. Yours is the task of directing the wise grinding of the tools by training.

Do you long for your boy to become a leader? Then do not waste your time wishing or explaining reasons for failure. Set yourself resolutely to develop a splendid all-round youth by formulating first a carefully graded program of all-round activity, and secondly by participating with him very much more largely in the whole vast field of boy activity. What your boy is to be, he is now becoming. Watch for signs of leadership and encourage every such sign by the right and proper cultivation.

If your boy does not rise out of the ordinary, if he fails to be anything more than common, remember it is *your* fault. You were a poor gardener, a poor trainer, a poor guide.

Do not, however, make the very common but fatal mistake to think of leadership in terms of mere financial success. Money is desirable and must be earned in reasonable quantities to live satisfactorily in the modern world, but its accumulation alone is not true leadership. Train your son to make a glorious life, to live more abundantly, and there will be the necessary money.

Will your boy be a leader?

I wonder!

WHAT IS A BOY?

He is the person who is going to carry on what you have started.

He is to sit right where you are sitting and attend to those things you think are so important, when you are gone.

You may adopt all the policies you please, but how they will be carried out depends on him.

Even if you make leagues and treaties, he will have to manage them.

He is going to sit at your desk in the Senate and occupy your place on the Supreme Bench.

He will assume control of your cities, states, and nation.

He is going to move in and take over your prisons, churches, schools, universities and corporations.

All your work is going to be judged and praised or condemned by him.

Your reputation and your future are in his hands.

All your work is for him, and the fate of the nation and of humanity is in his hands.

So it might be as well to pay him some attention.

Taken from The Boy and His Future, published by the California Polytechnic School, San Luis Obispo, California

Department of the National Education Association

BUILDING THE HOMES OF TOMORROW

BY JOY ELMER MORGAN

Managing Editor of the Journal of the National Education Association

WHEN I selected a wife," said a man recently, "I picked out the best mother I could find and married one of her daughters. I have never had occasion to regret it." This action points to one of the most effective ways of building into the lives of children a conception of what the home should be. The child who has lived where he could daily observe the way in which a good home is operated has the best possible preparation for taking his place later as a partner in such an enterprise.

However, common observation—even if it were not for the scandals that still infect the newspapers—would tell one that the number of homes where the art of home membership has not been learned is very large. If society wants to improve the situation it may well begin with the children. It was with this thought that the Committee of the National Education Association in defining the objectives of education included worthy home membership along with ethical character, wise citizenship, efficient work, profitable use of leisure, health, and command of such processes as reading, writing, and calculating.

The previous article in this series dealt with Mastering the Three R's, or the fundamental school skills. We turn now to the less familiar ground of preparing the children for membership in worthy homes. The other objectives of education are closely related to this one of home membership. Strength of character, wise citizenship, good working power, profitable use of leisure, and health are all excellent foundations upon which to build homes. There should be definite standards by

which home membership may be measured—standards of which children can be made aware by both example and teaching.

The American home is the heart of our rich democratic life. When one begins to analyze our ideal of American home life, he thinks first of that give and take that is really the basis of all constructive human relationships; of the willingness to assume one's share of the responsibilities and to yield to the judgment of others—or better, to seek the judgment of others in an effort to focus the greatest wisdom upon every problem. Children reared with other children develop some of these qualities naturally. It is for this reason that the public school with its ideal of equality and democracy is of such a great advantage to children who have no intimate associations with other children in the home.

Both teachers and parents can do much to fix in the children's minds the *method of co-operation* in solving common problems by consulting children about the problems of the home and the school. First, make the child conscious of just what the problem is, and then ask him what he would do, commending him for wise counsel and tactfully leading him away from mistaken or hasty proposals. Perhaps the method of consulting children can be illustrated by referring to another problem of most homes—that of finance.

Here is an issue that can make or break the good fellowship of the home circle. Let us assume that in the course of his education the child has been taught vocational effectiveness and is capable of earning a reasonable income with which to maintain the home. The problem then becomes one of well-considered spending involving

questions of budget. How much shall be spent for this or that, and how shall the expenditures of various members of the family be regulated for the greatest happiness of all? The ideal is a circle in which the members of the family sit in council, making a budget for the expenditure of the family income much as a business maps out a financial policy, delegating the details of expenditure to persons responsible for various phases of the business.

It is important to fix in the mind of the child that extravagance rots character and that self-denial, service to others, and provision for the future are necessary to happiness.

Young people should also have some understanding of the problems involved in the rearing of children. Science and social studies are rapidly throwing light on this field. The training of children in matters of sex is still largely an unsolved problem and one to be handled with caution by both home and school, but thoughtful men and women are no longer willing that their children shall face the problems of sex blindly and in ignorance. The obligations involved in the rearing of children will ultimately be taught as a matter of course. Perhaps the removal of mystery, which often leads to morbidness, will represent the first great step forward.

Children also need training in home furnishing, decoration, and mechanical equipment. Here invention has been at work transforming our opportunities and practices. Consideration may profitably be given to the relation between the material home and the spiritual, mental and moral home that it houses. Beauty and orderliness and comfort in the home are

frequently the foundation of success outside.

The tendency of the home to be merely a place of eating and sleeping is much feared by some sociologists. The removal of many kinds of work and recreation from the home atmosphere has certainly had its disadvantages. The automobile and the picture show have broken heavily into the family circle. Other forces such as radio tend to keep people around the family hearth. In well organized society there is a happy medium in the division of time between the home and the larger circle. There may well be a brief time every day or at least certain periods each week when nothing is allowed to encroach upon the family group. This gives an opportunity for mutual counsel and understanding which is the basis of success in any common enterprise, whether business, professional, or domestic. Many homes follow the practice of having children at home every night that is followed by a school day. If this practice could be carried through the high school and college years it would yield a tremendous conservation of physical resources that are now dissipated by purposeless gadding.

These observations tell of matters that are commonplace. The commonplace things are the eternal things. To the real student they present aspects for study and analysis that are ever new. If the hundreds of millions of people in the world are to improve the quality of their living, it must be through intensive and continuous study of the common relationships which are of such challenging importance because upon them depends the happiness of such vast multitudes of human beings whose possibilities reach out into infinity.

A home is a garden that fully meets the physical, moral, spiritual and social needs of a growing child as such needs develop, rearing and adequately training its children to become independent, self-propelled, social beings.—Frank H. Cheley.

BODIES AND MINDS—PLUS SOULS

BY DELIA LYMAN PORTER

At the annual meeting of the National Congress in Louisville, 1923, Mrs. Webber, president of the Connecticut Congress of Mothers, reported the work of a new department, a "Spiritual Helps" Committee, then two years in existence. So much interest was aroused that our National President requested the chairman of the Connecticut Committee to write a report of its accomplishments for the CHILD-WELFARE MAGAZINE.

Any further information will be gladly furnished if a letter is sent to the writer, 266 Bradley Street, New Haven, Conn.

THE profit we derive from reading is proportioned to the interest we bring to the subject, and to our willingness to take time to really assimilate its contents. If, then, you are to get anything from this article, will you, after reading the following five questions, stop, reflect, and read them a second time? If they seem true, then finish the article which aims to supply an important cog generally left out of the wheel of our club programs.

1. The forces of evil were never more active or more alluring than today, and there is no duty incumbent on the nation greater than that of training its youth to uphold religion.—*U. S. Secretary of Labor Davis.*

2. It is the hour when women must consciously and deliberately create that atmosphere both in the home and in the world wherein that which is spiritual shall be immeasurably more developed than it has been in the past.—*Maude Royden.*

3. In the child we have a little supple thing which can be made into a vital spiritual thing, and nothing again will count so much for it as what happens in these its earliest years.—*Evelyn Underhill.*

4. If children grow up for ruin in homes where the neglect of religion has been conspicuous, the parents have no one but themselves to blame, and they will be held responsible before God.—*C. W. Rischell.*

5. In the history of every nation, civilization weakens when true religion weakens, and the first place for the teaching of religion is the home.—*Solen McDowell.*

If all this is true, why are most of our club programs confined to the discussion of the physical and mental welfare of our children, with rarely a single meeting on their religious training?

To the objection that the presence of Hebrew, Roman Catholic and Protestant

members makes it impossible to discuss religion in our Parent-Teacher Associations, it may be said:

1. In many of the distinctively "mothers' clubs" of our Congress that objection does not hold.

2. If committee plans for Parent-Teacher Association meetings include books and speakers for each of these three faiths, no objection can be raised.

Our mothers and teachers cannot leave the religious training of our children to the church and synagogue schools alone. We should all agree that the training of the spiritual life of a Hebrew, Catholic or Protestant child is at least as important as that of their minds and bodies.

The origin of the "Spiritual Helps" Committee in our Connecticut Congress was in this wise. At our annual meeting in West Haven in May, 1921, the West End Club of New Hampshire reported that a series of Lenten meetings held for discussion of just such themes by a group of their members was the most worthwhile accomplishment of their year. The Congress then and there voted to add such a committee to their departments which, for lack of a better name, and that it might include the spiritual quickening not only of children, but of mothers and teachers as well, was called the "Spiritual Helps" Committee. The name, "Religious Education Committee for Children, Mothers and Teachers," is equally fitting, but too long. It was appointed "to suggest means and provide literature and possibly speakers for those interested in the spiritual development as well as the physical and mental welfare of our children." It is of prime importance that the members of this committee should be carefully selected for their broad non-denominational interest in religion; above all for their non-theological

partisanship, recommending only books approved by experts in religious education.

The work of our committee has been to furnish succinct practical suggestions at the bi-monthly board meetings where almost every club is represented. A more condensed report is printed in the State Bulletin, and goes to every club.

As a practical aid in starting similar work in other states, a condensed report of our main suggestions will conclude this article.

1. Small groups were formed which met weekly in each others' homes, bringing their mending and listening to the reading of "The Dawn of Religion in the Mind of a Child." This is a little book easily read in six hour-long meetings, recommended by one of our leading experts in religious education as the best of its kind. It records the experiences of Mrs. E. E. Mumford (an English mother of rare good sense and deep spirituality), in answering her children's questions about God. Its simple and fascinating style and many anecdotes render it a little classic in its field. Using \$10.00 voted by the Congress for a Loan Library, and with individual orders, nearly fifty of these books were soon in use throughout the state, and during the ensuing summer months provided a worthy subject of talk for home or summer-resort piazza. One mother loaned her copy to all the young mothers near her summer cottage, one of whom reported that it absolutely transformed her ideas. The regular price is \$1.25, but Longmans, Green & Co., 55 Fifth Avenue, New York City, generously allowed a discount of twenty-five per cent, F. O. B., for orders of more than ten copies. On another valuable, much larger book by the same author, "The Dawn of Character," later recommended by the committee, the same discount from the regular price, \$2.00, was allowed. An essential feature in getting so many orders is to have a goodly number of the books on hand to be examined and bought on the spot. Like hope, enthusiasm deferred maketh the heart (and purse-strings) weak!

2. Two other books were next recommended for the same "reading and mend-

ing circles." The one was for Hebrew women, Dr. Henry Berkowitz, "New Education in Religion," recommended by Rabbi Mann, of New Hampshire. The other, suitable for Protestants or Catholics, was "The Training of Children in the Christian Family," by Professor Luther A. Weigle, of Yale. It contains thirteen chapters on the most interesting discussion topics and a full bibliography. It is perhaps the latest (1922), and considered by many the best of its kind, written primarily for Mothers' Clubs' study. The regular price is \$1.35. Its publishers are The Pilgrim Press, Boston. Soon over fifty of these books were in use in one city, by a normal group of club presidents, that they might the following season extend its use to their clubs. Another club reports that its alternate meetings at which this book is used are by far the best attended.

3. At an early winter meeting, the following suggestions for Thanksgiving and Christmas Day were made:

"Cannot every mother and teacher give our children the real spiritual meaning of these days, not the big dinner alone, but concrete giving of thanks by each child for the Heavenly Father's abundant blessings; not such busy Christmas preparations as leave us utterly fagged out on Christmas morning, but, through all, the thought that we are to express our joy over the gift of the Christ-child by caring more about giving to others than getting for ourselves." At another December meeting: "Lyman Abbott says, 'We celebrate on Christmas not the birth of Santa Claus, not merely the birth of the Christ-Child, but the day when the love of God dawned on the world.' May our Christmas preparations sincerely express our belief in that great thought, and enable us to give to our children a day of unhurried and simple family joys, with time for worship, for bringing happiness to those in special need and for realizing as never before that the Christmas spirit is really the love of God radiating through us to one another."

An admirable book for a Christmas gift to mothers was suggested, "Fellow Captains," by Dorothy Canfield Fisher and

Sarah Cjehorn. Regular price, \$1.35; special price for ten or more, 90 cents, postpaid. Twenty copies were at once ordered and engaged.

4. At a fall meeting the one point urged was that in each club's yearly program, should be at least one meeting devoted to the discussion of "Religion in the Home." Secure the best possible speaker or call on the Speakers' Exchange which will provide an address prepared by the committee chairman.

5. At our last meeting, January, 1924, the emphasis was all put on the truth conveyed by these two quotations:

"The chief training in religion is what the parents and teachers do and are, rather than what they say."—*Dean Hodges*.

"To infuse into your children a new life, the life of God must perpetually reign in you."—*Horace Bushnell*.

For the development of the personal spiritual life of each mother and teacher every club was urged to plan weekly small group meetings during Lent, or at any other season, for the study of a little booklet fresh from the press, entitled, "Realizing God in Everyday Life." By a practical method of Christian suggestion, "hitching Coué's wagon to a star," it aims to do for our souls what he tries to effect for our bodies; through the use of inspiring daily watchwords and suggestive questions for

reflection and discussion to develop a dominating sense of God's realness through the common experiences of an ordinary day.

A sample copy (Pilgrim Press, Beacon St., Boston, 15 cents each, plus one cent postage), was sent to each club, which was asked to show it at its next club meeting and to form a committee for arranging its use, either by individuals or groups. This method in manuscript form was successfully tried out by several Mothers' Congress groups last Lent. It is 32 small pages in length with a rich store of quotations to be memorized and suggestive questions, and is published without profit to either publisher or author, that its price may be as low as possible.

Among future suggestions will be *How to interest children in the Bible, How to promote weekday religious instruction under Hebrew, Roman Catholic and Protestant auspices, How to teach honesty to our children*. The latter was suggested by our national president in an illuminating address in Hartford, February 18.

We in Connecticut have found this committee work so worthwhile that we earnestly hope that every state will try it out. Pennsylvania is already doing so. Then in time it may come to pass that the souls of our children shall be reckoned as of as much value as their minds and bodies.

INVEST IN HEALTH

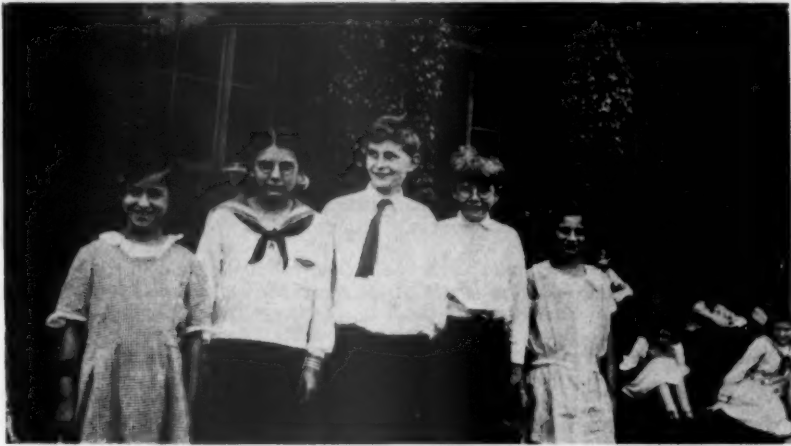
BY DOROTHY M. ERSKINE

II. SCALES—WHAT THEY SHOULD MEAN TO YOU

NOWADAYS, scales, placarded with "Have you weighed yourself today?" are to be found on every street corner, in railway stations, and in stores. It matters not if you weigh yourself 50 times a day, if that is all you are going to do about it. One good way to proceed is this: Find out from the accompanying table or from some other reliable source, such as the Metropolitan Life Insurance tables or those of the Children's Bureau, Washington, what you should weigh, then weigh yourself once a week, or oftener, at approximately the same hour

of the day, and wearing as nearly the same weight clothing as possible. Try to bring yourself up to at least the average weight for your age and height. (The relation of age to weight is of less importance than that of height to weight.) It is well to remember that tables of weight are made by taking the average weight of large numbers of children—those in poor as well as those in good condition. Average weight should be regarded as one looks upon a 60 or 75 percent "passing mark" in school; it is well to be above.

In general, the gain weight of a child



Ready for the Game

ranging in age from two to sixteen years should be one-half pound per month. However, growth is periodic, to some extent at least, depending on season, age, and sex. Boys should gain about one pound per month during the age period of thirteen to sixteen years. Girls usually gain at a slightly slower rate.

A weight chart is not only an interesting record for your weight; it is also an incentive towards gaining. For the chart use one-fourth or one-fifth inch cross-sectioned paper. Let the horizontal divisions represent weeks, and the vertical pounds. If the actual weight is 50 and the weight should

be 55 pounds, let the lowest inch division be 48. (Sometimes people who are trying to gain, lose for the first week or so.) Draw in a red line which will show what the weight should be, allowing a steady gain of one-half pound per month. Then put a dot at the left hand side of the sheet to show the actual weight at the beginning of this contest. Each week, as the weight is obtained, make a new dot and draw a line joining it to that of the previous week. The winners in this game are those who reach and go over the red line. It is not a matter of luck; it's perseverance and pluck.



The Rewards of Perseverance

COLUMBIA UNIVERSITY'S HOME STUDY COURSES

ONE STUDY COMPLETE IN ONE MONTH

PSYCHOLOGY

I. WHAT IS IT?

BY DR. EDITH MULHALL ACHILLES

We present this month the first of a course of six lessons in Elementary Psychology by Dr. Edith Mulhall Achilles of the Home Study Department of Columbia University. This is one of the series of ten courses based upon the regular Home Study Courses of Columbia University. Each is complete in six lessons. These lessons are presented to the readers of "Child Welfare" by special permission of Dr. Achilles and the Home Study Department of Columbia University. Psychology is perhaps the most popular study today, and is fundamental in training for parenthood. These six lessons will lay the foundation for a second series on Child Psychology. We shall be glad to hear from our readers as to the helpfulness of this new section.

Inquiries regarding full Home Study Courses on which these lessons are based should be addressed to Home Study Department, Columbia University, New York City.—EDITOR.

PSYCHOLOGY is a very popular word these days. It is used—and misused—so much that we must first get an idea of what we mean by psychology. In astronomy we study the stars, planets and other heavenly bodies. In chemistry we study about hydrogen, oxygen and other elements and how they are combined and compounded. In psychology the main object of study is the human individual. Psychology is a science. It is not a weird or morbid subject, but lends much to a sane view of life.

Many are interested only in a practical use of a science, but it is well for us to remember that practical scientific information was usually first obtained without any idea of how it was to be used. Sciences which began as "pure," later have found their discoveries "applied." Too often we desire to learn about practical applications before we understand the principles to be applied.

Psychology is the study of mental life—that is, it studies scientifically the mental processes or activities of living individuals. Psychology is not concerned with praising, or blaming, or passing judgment, or evaluating these activities as right or wrong—psychology seeks facts. The psychologist studies and knows the laws of human nature. He tries to use these laws to solve problems presented by individuals and groups of individuals. Thus, the psychologist is interested in such topics as memory, habit, learning, association, attention, sensation and perception. Some of these are complex processes. We shall begin by studying a very simple reaction, a reflex.

What is a reaction? A reaction is a *response to a stimulus*. Suppose I should bring a bright light near your eye, do you know what would happen? The pupil of your eye would grow smaller, thus shutting out some of the light. In this situation the *stimulus* would be the light and the *response* would be the narrowing of the pupil of your eye. This is a very simple reaction and is called the "pupillary reflex." There are many other reflex actions of which you are familiar. One is the "lid reflex" of the eye—that is, the reflex wink of the eyes when the eyeball is touched or an object brought very near. Another well-known one is the knee-jerk or "patella reflex." When one knee is crossed over the other and the lower leg allowed to hang freely, hit the tendon (called patella tendon) just below the knee and you will notice that the lower leg jumps forward. If something tickles our foot we pull up the leg in response—a reaction known as the "flexion reflex."

One of the first questions we ask is, what kind of a connection exists between the organ which is stimulated and the organ which responds or acts? The nerves provide the connection. Parts of a nerve extend from the sense organ which is stimulated to the muscle, but these nerves do not go from one to another directly. They all go through a centre—a nerve centre. One nerve runs from the sense organ to the nerve centre, and is called the sensory nerve. Another nerve runs from the

nerve centre to the muscle, and is called a motor nerve. There is no case in the human body where a sense organ connects with a gland or muscle, except through a nerve centre. Thus the path consists of a sensory nerve, a nerve centre and a motor nerve.

We often say that the nervous system resembles a telephone system. Suppose a line ran from your telephone to every other telephone with which you might want to connect. "Impossible!" you say. If telephoning were only possible when you had a direct line from your telephone to every other telephone with which you could connect, your service would be very limited. It would be utterly impossible for you to have direct telephone lines with as many numbers as you can now call by means of a central system. Telephone X calls Telephone Y and the connection is made through a central office. We may compare the "nerve centre" of the nervous system with "central" of the telephone system. Sense organ is stimulated and muscle responds, the connection between the two having been made through a nerve centre. "Sense organ" may be compared to "Telephone X" and "muscle or gland" to "Telephone Y" and "nerve centre" to "central." In the telephone central there are many connections.

Next month we shall discuss in more detail the nervous system.

QUESTIONS

1. *Is psychology a science?*
2. *Does psychology deal with living individuals?*
3. *Can psychology be applied?*
4. *What is a reaction?*
5. *What is a reflex?*

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THOUGHT TRAINING

BY MINNIE E. HICKS

IN all our care for the physical well-being of our little folk, we are consciously or unconsciously doing something of far greater moment; that is, we are training them in habits of thought. If this thought training is consciously and wisely carried on through the years of childhood, the result will be young men and women with a sane and cheerful appreciation of life's values and a code of action based upon wholesome, well-balanced thinking.

Nature very early lets us know what material we have to work with—or against. We see in the child the ready smile of one parent or the somber gravity of the other. We note the hereditary tendency, or, perhaps, the apparently independent turn of mind that inclines him to dwell upon the joy-making or the troubling things of his little world. Very soon, too, his thoughts begin to take color from those of his paragons. Mother does not like carrots; after

a skeptical taste, little Ellen agrees that carrots are not good at all. Robert's father when a boy read and re-read "Treasure Island"; hence, Robert plunges eagerly into the book, assured of its interest for him.

As the child grows into more independent thinking, even greater vigilance is required on the part of parents and teachers. His interests must be directed into healthful channels; he must, without "preaching," be supplied with material for forming well-balanced opinions; he must be carefully steered away from fault-finding, prejudice, and snap judgments. In short, we must be always on the alert to correct any unwholesome tendency peculiar to the child's own mind; we must, for his sake, keep steadfast watch over our own thinking; and we must guide him in the process of development until he instinctively chooses as subjects of thought those things that tend to his happiness and efficiency.

IS ARITHMETIC A FAILURE?

BY ELLA FRANCES LYNCH

ACCORDING to the headlines in my morning newspaper, the National Educational Association is discussing the expediency of sending arithmetic to the ash-heap with other school fads "mistakenly listed under the fundamentals."

Now, indeed, might we be prepared for a general turning in the lowly beds of our oldtime schoolmasters. My own feeling in the matter, however, is that we might better cast this subject into outer darkness than continue teaching it according to the present system. According to my observation, there is not a single blunder possible in the teaching of arithmetic that is not now being generally and systematically made. Begun too early; dropped too soon; overtaught by the teacher; unlearned by the learner; the wrong methods and material; the wrong aim, viewed from the wrong angle.

Perhaps the first and most active cause of the downfall of arithmetic has been the effort to teach it intensively in the primary school; that is, to pupils under ten years old. In my experience I have met hundreds to whom arithmetic had become permanently fearsome because of a head-on collision with it in the lower grades. As one dear soul remarked, "I think I could learn to subtract if I knew when to stop borrowing."

On the other hand, in my work with adult illiterates, I have not encountered a single one who was not able to apprehend and enjoy arithmetic, usually far beyond the capacity of our high school graduates, and that, in some cases, after only a few weeks' instruction. Now, why do we waste time and invite failure by undertaking to give young children the instruction that becomes less complicated and more effective by being deferred? Fifty years ago we could say defensively: "But we must cram in as much of these subjects as the children can hold while they are small, for they are likely to leave school by the age of ten." It is now the children who need

to be on the defensive. Of course, by way of rote you can teach combinations of numbers to a considerable extent; yet the problematical benefit is not worth the labor. We have to work for a year to teach a six-year-old child what he could learn by his own efforts in a single month when he is eight. The child at ten is a better student of arithmetic if he commences his study at eight rather than at six. There is hardly a greater mistake possible than to begin the teaching of this subject before the child has made sufficient progress in observation and English.

Not long ago I visited a school in the interests of a child reported to me as having "no mathematical ability." The teacher was as nice as she could be about it, but the boy's failure struck me as being accepted too much as a matter of course. She told me with the utmost conviction that he could not learn arithmetic, that he was ear-minded rather than eye-minded.

"Ear-minded?" I asked. "Do you mean that this boy thinks with his ear?"

The girl had a sense of humor and, to my great satisfaction, became aroused to the seriousness of labeling a boy a failure solely because she had not succeeded in teaching him. As we went over his entire history, she suddenly realized that the boy was really unusually bright, and that he lost out in arithmetic because he did not understand what it was about, yet had too much originality to charge his memory with blank facts. He wanted to know WHY at every turn. "When you multiply, you get a bigger number than you had before. But if you multiply $\frac{3}{4}$ by $\frac{3}{4}$ you get only $\frac{9}{16}$ and that is *less* than $\frac{3}{4}$. I don't see any sense in that." As the teacher confessed, she did not see any sense either, for she had never been taught. She said: "I never knew before that there was a reason for inverting the divisor of a fraction. I just took it for granted, even in the normal school." Let me say to her credit that she is now studying arithmetic as if her

very life depended upon her mastery of the whys and wherefores.

I respect the child who will not accept arithmetical processes on faith. Religion is a matter of faith. Mathematics, and other human inventions, never. I would condemn any pupil who would accept from his teacher a statement or explanation concerning this subject without fully understanding it. Pupils learn to respond to this attitude. Boys and girls of nine will refuse day after day to say, "I understand," until understanding finally comes.

"But how, in the name of the Prophet," asks a teacher, "can you make clear to children of eight or nine the multiplication and division, or even the addition or subtraction, assigned by our textbooks for the third grade?"

How can I? I cannot. The realization of number comes only through natural development. The process cannot be hastened, and even if it could, there would be no particular gain in so doing. (That which we cannot perceive through the senses, or as a mental image, is *unknown* to us.) When young children are performing operations with such numbers as 1,000,000 or even 1,000, which are beyond their power to visualize, they are dealing with artificial separations and artificial reconstructions of unknown numbers and quantities. The best teacher in the world could no more make such operations real to young pupils than Legendre could captivate the majority of us with his theory of the orbits of comets.

The theory of numbers is one of the most subtle and intricate branches of mathematical analysis. Far from being a stepping-stone to the study of mathematics, it may be rightly considered the highest division of algebra, and therefore a suitable subject for secondary schools and colleges. Indeed, three hundred years ago in England modern arithmetic was taught only in the universities.

"As simple as the multiplication table," is a comparison glibly made. Yet even the multiplication table belongs in the field of the theory of equations. How confusing to a young child is our decimal system of

numbers, and how difficult to understand even the numbers consisting of only two figures, as 25. Each symbol or "figure" has been given two values, one the absolute value, and the other, value depending upon its position. Yesterday the figure 2 stood for the number of eyes or ears or thumbs the youngling possesses. To-day it has been shoved over a bit and, according to what they say, it represents the sum of all the fingers and toes of his anatomy. Yesterday two. To-day twenty. To attempt to bring down to the level of the child's understanding a subject for which he is not mentally mature, is as disastrous as it is silly. Labeling it "primary arithmetic" does not make it a primary subject. We might just as sensibly talk about primary algebra, or logic, or philosophy or chemistry.

The power of visualizing even comparatively small numbers comes late in the development from savage to civilized life. Even yet the aborigines of Australia work with only the numbers 1 and 2; 3 being 2 and 1, or 1 and 2; 4 being 2 and 2. As a rule, no Australian black can count as high as 7. The earliest visible signs are doubtless the fingers held up, and the decimal system of notation is due to the fact that we have ten fingers. The rude method of finger-counting is still in use in Eastern Europe.

What is the second "Thou shalt not" in our prophylactic against failure in arithmetic? DROP THE SHORT-CUTS. I am speaking now of pupils up to the age of ten or thereabouts.

Make each child actually put into practice every example. If he is to find $\frac{1}{2}$ of a number, make him place one object in this dish and one in that; one in this dish again, and one in that again, and so on, until the number is evenly divided and separated. If it is 3 or 5 or any other odd number, use objects that can be easily divided—apples, paper squares, and so on.

Or supposing you want him to learn the well-known multiplication table of twos. Let him arrange his blocks in twos, telling you how many are two 2's, three 2's, and so on. Have him do this many times, until

he learns the table through eye and ear rather than by lip-movements.

Next, give the child no problem that he cannot solve without a pencil. Of course it takes time and patience to wait for children to find the product of 18×25 in their little heads. Often they will say: "I can find it in two ways," and maybe they will find it in eight or ten ways if you will wait. But it is so hard for a modern teacher to wait. She has been drilled to feel guilty unless she is *doing* something, instead of standing still while the children use their brains. Allowing a child to think over a question is now practically unknown in our centers of culture. Perpetual motion is probably the first requisite for a high grade in the system of judging teachers. What teacher, then, would dare to let a child wrestle with the same problem day in and day out?

Pupils should not be taught to "get answers" on paper until they are thoroughly grounded by long-continued hard mental work in pure number exercises. Do not teach them to carry, borrow, divide by long or short division until they come to that point where they are able to recognize a short-cut for what it is—a short-cut. For example, pupils of eight or nine may be required to find how many 13's are in 278. They know how to find the answer by successive subtractions of 13, or, more quickly, by repeating the multiplication table of 13's until they arrive at the largest number of times it can be taken out of 278. By and by a thoughtful boy says: "It seems as if there ought to be a shorter way to get that answer." This is the very thing we want. That mind is sprouting. Perhaps I shall then show him the shorter way by division and perhaps I shall not. Number is a purely human invention. It ought not to be beyond the possibilities of our vaunted civilization to reconstruct the science of number even if it were entirely lost to knowledge. Let me tell you this: If it ever is lost, the restoration, if made, will be made by a man who either never went through a graded school or else was a "failure" in arithmetic. Every great mathematician made his own discoveries almost as

if he were alone on earth, learning the great natural world by himself. The formula on which arithmetical progression is based was discovered only one hundred years ago by a young boy who had had no textbook instruction. This boy became the famous mathematician Gauss. Why should I deny to my pupils the privilege of striving to unravel that beautiful and true science, by short-circuiting their eagerness, snubbing their inquisitiveness with my official outpourings of knowledge on their helpless heads? I want to save the boy from purely scholastic, mechanical arithmetic. Give him his God-ordained opportunity to do worthwhile things, not merely to learn, parrotlike, what others have done, much of which is not worth learning, most of which he can learn when he wants it, without instruction.

Some say to me: "Supposing pupils were promoted to higher grades without knowing the common short-cuts or arithmetical processes? Would that be fair to them?" Perfectly so. Teach them first how to learn; how to think. After that any one could teach them the common short-cuts in a week's time.

Moreover, the important question for mother or teacher to ask herself daily is: "What kind of teaching is best for this child to-day?" Not: "What shall I do to make him fit noiselessly into the next grade?" Hear I recall an experience as a new teacher in a neatly graded school. The principal called me to her office to inquire whether I had familiarized myself with the requirements of the grade beyond my own. Her distress would scarcely have been greater had I scrapped the Decalogue in her presence than when I told her that we would have uphill work to teach those big boys and girls what they should have learned in the first grade, if not before they were sent to school. They had never learned how to learn. They could not attend to instructions. They could not work. They were overstocked with textbooks that they could not even read. With an expensive dictionary in each desk, they had no notion of using it, and they would not be able to learn arithmetic until they had

learned that the first step in solving a problem is to find out exactly what the words mean.

Lack of mathematical ability, in normal persons, is practically always a misnomer for lack of proper preliminary training in observation and speaking, and implies a failure to observe correctly or to understand the language. I have never yet found a person not congenitally afflicted, who could not learn arithmetic if the proper fundamental training were given at the right time. I have known many a boy and girl who failed mainly because the parents would excuse lack of effort on the ground

that the child had inherited "lack of mathematical ability." How we do love big names for perfectly ordinary diseases! A mastery of mathematics is not hereditary and not contagious. Concerning the really worthwhile affairs of life we seem to have more silly superstitions to-day than did the Scotch or Irish peasantry of five generations back.

Alas! my word-quota is exhausted before I have really got into the matter I started to write about. Mothers may have sets of model lessons in observation and English, suitable for children between three and seven, by writing me. Send thirty cents.

WHAT IS A HEALTH EXAMINATION?

BECAUSE of inquiries, generally from the rank and file of our co-operating membership, concerning the *health examination*, we are making the following very brief analysis of the Foundation blanks which are recommended by the National Health Council as special blanks for women, together with the American Medical Association blank for general use:

1. *A Health Examination* includes both a medical and a physical examination. The Foundation has a blank for each. In many instances the physician gives both parts of the examination, but when there is a nurse or physical director working with the physician—as in colleges, schools, etc.—the nurse or physical director can save much of the doctor's time and be of great value to the examinee in interpreting the "follow-up" advice given by the physician, just as a druggist or nurse fills the doctor's prescription when illness exists.

2. *The medical blank* used in a health examination includes in the space for the examinee's history, a series of questions pertaining to diet, sleep, bathing, work, and exercises, as well as the actual medical findings of the conditions of heart, lungs, etc.

3. *The physical blank* includes height, weight, chest-expansion, muscle strength, posture, feet, walking, and further questions on exercise and recreation.

It is becoming more and more recognized that the *mental* attitude of the individual

has a very direct influence on his physical condition. The congeniality, or lack of it, in the home, work, or social relationship may be most significant in determining the cause of fatigue, indigestion, sleeplessness, etc. Therefore, we must look to our physician for direction in *mental hygiene* as well as for direction in good health habits, etc. As Dr. Haven Emerson said at the meeting of the State Medical Society secretaries in Chicago, November, 1922: "A correct estimate of a person's health cannot be arrived at by considering alone the structures and functions of the body without regard to personality and the psychologic factors."

In response to a request from the National Health Council sent out last June, forty states in the Union have already formed committees for the execution of the Nation-wide Campaign for Health Examinations. This assures the Council of the necessary co-operation of the State health executive, the State and local medical associations, voluntary health organizations, and the health chairmen from many women's organizations in each state. It remains for the lay public to respond as readily. That public is always influenced in matters of health by the women's organizations.

The Foundation's *POSITIVE HEALTH SERIES* is an authoritative text on the *HEALTH EXAMINATION* and its "follow-up."—*Women's Foundation for Health, Inc., 370 Seventh Avenue, New York City.*

AFTER THE MEETING

BY ELIZABETH TILTON

National Chairman of Legislation

CONVENTIONS are coming. Here is a truth that ought to go forth from every Convention. It is of so little use to go to meetings and feel noble emotions unless you do something about these fine emotions afterwards. Indeed, Mr. William James has gone so far as to say that to go to meetings and then come out and do nothing about the fine sentiment created at the meeting is dissipation.

This really is true, and too many of us must plead guilty to indulging in the above dissipation. My message to the Convention is—Don't be dissipationists. Turn Emotion into Action!—else why go to the Convention at all?

As far as our Legislative Program is concerned, our causes hang by the eyelids in Congress, like our children's buttons, waiting to be sewed on by your emotion

turned on Congress. Please sound this note—Don't be dissipationists. Turn Emotion into Action. *After the Meeting* send a letter to your two Senators and print the letter in press, thus:—

DEAR SENATOR:—We want the Education Bill to come out on to the floor for a vote. We want the World Court to pass. We want the fine talk concerning Prohibition Enforcement to be turned into action—with increased Coast Guard to stop rum-running, etc., etc. We want the Fess Home Economics appropriation, too. They say that one way to get what you want is to ask for it. So we are asking you to do your utmost for these measures.

Sincerely yours,

There's emotion turned into action, not kept at home but conveyed to where it counts—CONGRESS.

DO YOU VOTE?

*You say your taxes are too high,
But do you vote?
About extravagance you sigh,
But do you vote?
How long, you wail, must we endure
This state of things which keeps us poor?
How long? I do not know, I'm sure;
But do you vote?*

*The lights are bad, the streets a mess;
But do you vote?
Your indignation you express,
But do you vote?
You say the bosses rule the show,
That graft is reaching high and low,
And doubtless all you say is so,
But do you vote?*

*You growl at rotten politics,
But do you vote?
You howl at bosses and their tricks,
But do you vote?
You say, O Decent Citizen,
(We've heard you, time and time again)
"We want things run by business men!"
But do you vote?*

*Unless you do (I wonder, DO you?)
You've got just what is coming to you!*

—Berton Braley, in the *Charleston Mail*.

Questions For a Mother to Ask Herself

III

Is my child careless? Why?

When he carelessly destroys his possessions do I immediately replace them with others to destroy?

Do I pick up his playthings and clothes for him instead of teaching him to care for his things himself?

Have I neglected to give him a place in which to keep his toys, books, etc.?

Do I search for what he has misplaced when he might find them himself?

Do I accept slipshod performance of his childish duties?

Do I tell other people before him that he is careless?

Do I forget to praise him for carefulness?

Am I myself careful and orderly?

Prepared by

MARGARET J. STANNARD
EMILIE POULSSON
MAUDE LINDSAY

NOTE.—This is the third in a series of leaflets prepared under the direction of Margaret J. Stannard, of the Garland School of Homemaking. They were first used for distribution at the Child Welfare Cottage maintained during the war by the city of Boston. Local associations are urged to reprint these leaflets and distribute them among members.

EDITORIAL

THE EXODUS

WHILE the champions of education and the friends of childhood are finding their voices and their pens, and mayhap fumbling for their pocket-books, there is a steady exodus from the teaching staff of our public schools in every state in the Union. There are various reasons.

"I have a boy and a girl who will soon be going to college," said a high school principal who has been unusually successful. "I am leaving the profession of teaching which I love, and going into business so that I may have the means to educate my children."

"Too much of politics in school affairs. I don't like it. I'm getting out of teaching and going into business where I feel I have a fair chance to grow," says another of the teaching profession.

But it is the money question, more often than any other, which precipitates the exodus. In spite of large advances in salaries during the past few years, the profession of teaching remains underpaid as well as overworked. We consign to the guiding care of the teacher our most precious and promising progeny, and pay—what any day laborer would scorn. Once upon a time when a certain teacher retired with a tidy sum of \$50,000 it was a nine-days' wonder. How could a *teacher* have saved \$50,000? And this, according to Wickes Wamboldt, is the teacher's explanation:

"Well," she said, "I have lived simply; I have dressed economically; I have worked hard; I have kept long hours. The interests of my pupils have come first always; and I have made a practice of burning the midnight oil looking over their papers, outlining my work for the next day, and studying out plans to keep the children happy and enthusiastic over their lessons."

"I have put in my vacations either at a summer school for teachers or at some

lucrative employment. I have denied myself most of the luxuries of life and many of its necessities. Then an uncle died and left me \$49,990. This with the \$10 I had saved during my forty years of teaching enabled me to retire with a competency."

ILLITERACY

It is quite shocking to learn, via the National Illiteracy Conference held in Washington, that there are 5,000,000 adult illiterates in the United States, and of these scarcely more than one-fifth are foreign born. "Made in America," most of them.

We are always being squelched, educationally, but now we know to a certainty that we stand tenth among the great nations of the world in education—whereas Finland and Iceland have not one known illiterate citizen. Denmark, Sweden and Switzerland have only 2 per cent of known illiteracy; Germany, 5 per cent; Netherlands, .08; Scotland, 1.6; England and Wales, 1.8; France, 4.3; the United States, greatest in resources and in gold, has a record of 6 per cent of known adult citizens who can neither read nor write.

Everybody went home from the convention firmly determined to reduce that disgraceful six, and adopting the slogan, "No illiteracy in 1930." Let that be our slogan, too.

NATIONALISM VERSUS LOCALISM

As the Bulletins from many states come to the editor's desk, all full of interesting news about Parent-Teacher work, all radiating enthusiasm and reflecting the needs of different sections of our country, we are reminded of a little story told by Artemus Ward, who heard in an Oregon bar-room some well dressed men, in a state of strong drink, boasting of their respective places of nativity.

"I," said one, "was born in Mississippi, where the sun ever shines and the magnolias bloom all the happy year round."

"And I," said another, "was born in Kentucky—Kentucky, the home of impassioned oratory; the home of Clay; the state of splendid women, of gallant men."

"And I," said another, "was born in Virginia, the home of Washington; the birthplace of statesmen; the state of chivalric deeds and noble hospitality!"

"And I," said a yellow-haired and sallow-faced man, who was not of the party at all, and who had been quietly smoking a short black pipe by the fire during their magnificent conversation—"and I was

born in the garden spot of America."

"Where is that?" they said.

"Skowhegan, Maine," he replied; "kin I sell you a razor-stop?"

We all like our own "neck of the woods;" we know its needs and what we can do for it. But remember that Uncle Sam's domain is broad and varied, and that an interest in education, as well as in our manufactured products, is needed everywhere.

And beyond nationalism is internationalism.
M. S. M.

WHAT TO SEE

BY HILDA D. MERRIAM

Chairman Better Films, National Congress of Mothers and Parent-Teacher Associations

THE National Congress of Mothers and Parent-Teacher Associations recommends the following films for various family groups. They have been reviewed by the Better Films Committee and endorsed as clean and wholesome recreation.

FOR THE FAMILY FROM TEN YEARS UP:

Thomas Meighan in "Pied Piper Malone"—Paramount.

Wesley Barry in "George Washington, Jr."—Warner Bros. Not exceptionally good, but clean amusement for the children.

The Love Master—First National. Strong-heart.

The following are harmless comedies:

My Friend—Educational.

Be Yourself—Fox.

A Dark Knight.

FOR THE FAMILY FROM HIGH SCHOOL AGE UP:

The Dramatic Life of Abraham Lincoln. One of the finest films of the year.

The Hoosier Schoolmaster—Hodkinson. Follows Eggleston's book rather closely.

Sporting Youth—Universal. (7 reels.) With Reginald Denny.

Enemies of Children—Griever.

Partners of the Sunset—Western Picture Corp.

The Man Life Passed By—Metro, with Percy Marmont. A rich man steals a formula to harden steel and has it patented. Percy Marmont, the victim, reduced to the state of a pauper, seeks vengeance, but in the end marries the daughter of the man who wronged him.

With the Speejacks Around the World.

Going Up. Douglas MacLean.

The Fool's Awakening.

FOR ADULT MEMBERS OF THE FAMILY:

The Law Forbids—Universal, with Baby Peggy. A young couple is refused a divorce because of the welfare of the child.

The Stranger—Paramount. From Galsworthy's story; interesting and well acted.

Painted People—First National, with Colleen Moore.

Name the Man—Goldwyn. A strong picture taken from Hall Caine's book, "The Master of Man." This is an adult picture and not for children.

COMEDIES FOR THE FAMILY:

A Young Tenderfoot—Century.

The Man Pays—Pathé, with the Dippy Doo Dads.

Checking Out—Century, with the dog, Pat.

Nature Nurseries—Bray.

Germany To-day—Scot. A travel picture.

Highly Recommended—Fox.

Quit Kidding—Century.

Poor Kid—Century. A comedy with Baby Peggy.

Taking a Chance—Pathé. Showing chances taken in various sports.

Felix in Fairyland.

The Five Orphans.

NOT RECOMMENDED—AND THE REASONS WHY:

Not a Drum Was Heard—Fox. A bad theme, bank robbery. Man exonerated because he committed a crime to help a friend.

Trouble Trail—Earl. Wild west picture. Young girl is kidnapped by man who tries to tame her. Shows scenes of nude woman in bathing.

Woman to Woman—Selznick. Story of a soldier and a French girl and their illegitimate child. He loses his memory through shell shock, comes back to America and marries, and complications arise.

Pleasure Mad. Usual story not true to life. Shows family happy while poor, but gives the idea that you can neither be happy nor decent if you become wealthy, and move to the city.

NATIONAL CONGRESS OF MOTHERS AND PARENT-TEACHER ASSOCIATIONS

TENTATIVE PROGRAM FOR THE TWENTY-EIGHTH
ANNUAL CONVENTION, ST. PAUL, MINN.,
MAY 5-10, 1924

In view of the rapidly increasing membership of the organization, this meeting should be the largest in the history of the Congress. The program has been planned to give the greatest possible amount of inspiration and of practical information. It is hoped that every State Branch will do its utmost to send its full quota of delegates.

MONDAY, MAY 5TH.

National Board Meetings, morning and afternoon. Registration of delegates, who will have opportunity for sight-seeing, shopping and informal conferences. The Convention will open at seven o'clock with a Banquet at the Hotel St. Paul. The Toastmistress will be Mrs. E. G. Quamme, President of the Minnesota Branch. The Governor, the Mayor, the President of the University, the President of the International Kindergarten Union and other distinguished guests will bring greetings, and President Brown of the State Teachers' College will make an address.

TUESDAY, MAY 6TH.

At 9.30 Business Session for delegates only. At 10.30 Open Session—all members and visitors welcome. After community singing, the National Officers will present their reports of the work of the past year and their plans for the future, and the Executive and Field Secretaries will tell of the work in the office and in the field. At 2.15 another Open Session will consist of two conferences—one on Organization and Efficiency, conducted by the Director, Mrs. William Ullmann, of Missouri, 3rd Vice-President, will give opportunity for discussion on Program Service, Membership, Publicity, Associations in Churches, Literature, the official Magazine and the observance of Child Welfare Day. This will be followed by a conference on Public Welfare, led by the Director, Mrs. Charles H. Remington, of Rhode Island, 4th Vice-President, and including Better Films,

Country Life, American Citizenship, Juvenile Protection and Legislation. The evening program will be a brilliant one, with an address on Training for Parenthood, by Miss Alma Binzel, Assistant Professor of Child Psychology in the University of Minnesota, and an illustrated lecture on Child Development by Dr. Bird T. Baldwin, head of the Iowa Research Station.

WEDNESDAY, MAY 7TH.

A Red Letter Day in

the history of the National Congress. At 8.30 the entire Convention will be transferred to the University of Minnesota to become a division of the Conference on Home Education called by the U. S. Commissioner of Education, Dr. John J. Tigert, in conjunction with the Convention of the Congress, and including the heads of University Extension in all State Universities and the American Library Association. Our host, President L. D. Coffman, of the University, will welcome us and Dr. Tigert, who will preside, will set forth the object of the meeting. The division of the University Extension will be under the chairmanship of Dean Maphis of the University of Virginia, and that of the Library Association will be conducted by the Secretary of the Association, Mr. Carl H. Milam of Chicago. The Congress Division will be introduced by the National President. Mrs. A. H. Reeve, of Philadelphia, and each group will present its program by means of four speakers. There will be a recess of an hour for luncheon, and at the close of the

STAR POINTS OF THE ST. PAUL CONVENTION

Program—Practical and constructive.

Subject—The vital need of Training for Parenthood.

Five Conferences—On problems of organization and administration.

Eight Round Tables—On special topics: High Schools, Pre-School Child, Country Life—Social Standards, Motion Pictures, Spiritual Training, Home Efficiency.

Four Evening Sessions—Addresses by national authorities on Child Training.

Recreation Surprise Party—Staged by the Playground Association of America.

Home Education Conference—At University with University Extension Department, American Library Association and U. S. Bureau of Education, conducted by the U. S. Commissioner of Education.

Exhibits—New and extensive demonstration by all co-operating agencies.

Banquet, Presidents' Luncheon, Conference Luncheons and Dinners.

discussion Dr. Richard Burton of the University will give one of his delightful talks on Literature in the Home. After an informal supper at the University, the Convention will return to St. Paul for the evening program, which will be a rare treat. A surprise party will be put on by the Playground and Recreation Association of America, in the Armory, and everyone is invited.

THURSDAY, MAY 8TH.

From 9.00 A.M. until 11.00 eight Round Table Conferences will be held, four at a time, each lasting one hour. After a brief introduction by an expert on each assigned topic, the floor will be thrown open for discussion and questions, on the following subjects: High School Parent-Teacher Associations, Pre-School Circles, Social Standards, Motion Pictures, Country Life, Spiritual Training, Social Hygiene, Home Efficiency.

From eleven to one o'clock, there will be a Business Session for delegates only, to consider revisions of the By-Laws and recommendations from the Round Tables. From one to two, luncheon conferences will give the various groups opportunity to continue their discussions. At the Open Session at 2.00 P.M., there will be three conferences; the first, on Education, led by the Director, Mrs. Isaac Lea Hillis, of Iowa, presenting Humane Education, Kindergarten Extension, Students' Loan Fund and School Education; the second, on Health, conducted by the Director, Mrs. S. M. N. Marrs, of Texas, including Child Hygiene, Physical Education, Racial Health and Monogamous Marriage; the third, on Home Ser-

vice, led by the Director, Mrs. J. F. Hill, of Oregon, presenting those committees under this Department which did not report at the Home Education Division at the University, Social Standards, Thrift and Children's Reading. At 8.00 P.M. Open Meeting in the Palm Room, where, after a musical program, Miss Florence Hale, of Maine, will talk of Parent Problems in the Country and an address on New Movements in Education will bring out the modern relation of the parent to the school.

FRIDAY, MAY 9TH.

Nine to ten-thirty, group conferences of State Presidents, Organizers, Association Presidents, House of Delegates, City and County Council Leaders, etc. At ten-thirty, in the Palm Room, Presidents' Day, Open Session. There will be state songs, brief accounts of the big things the states have "put over" in the past year, and at noon a luncheon at the Minnesota Club in honor of the forty-six Presidents, open to all delegates both voting and visiting. At four, at the Y. W. C. A., there will be an informal reception to the National Board, after which the Convention will stand adjourned. The omission of the evening meeting is a new departure, but the train service from St. Paul being best at night, this will give all delegates ample time to leave comfortably and make connections for the West, South and East. The Board will go into its post-Convention session at eight o'clock and will hold two more sessions on Saturday, adjourning in time to take the night trains.

ST. PAUL IS WAITING TO WELCOME YOU—

LET US MEET IN MINNESOTA IN MAY!

NATIONAL OFFICE NOTES

BY FLORENCE V. WATKINS

One of the organizations with which the National Congress of Mothers and Parent-Teacher Associations is co-operating has sent in the following information about itself which we think will be of interest to all of our members.

"Members of the American Social Hygiene Association receive *The Journal of Social Hygiene*—a magazine of authoritative discussion of sex-social problems (subscription \$3.00 a year to non-members); *copies of pamphlets* published by the Association, upon request; *discounts on certain books*; and at any time such information as may be furnished through conferences and correspondence with members of its staff.

Membership dues at \$2.00 a year. Application for membership may be made to The American Social Hygiene Association, 370 Seventh Avenue, New York City."

In the January 6, 1924, issue of "The School Parent," a weekly publication of the United Parents' Association of Greater New York City Schools, Inc., appears the following:

"—— children are not the only ones who can make new resolutions as the (spring) term opens. Parents who want to be most successful would do well to ask themselves:

"1. Do I help in every way possible to make the teacher's burden lighter?

"2. Do I plan my household so that delayed meals are never the cause of school tardiness?

"3. Do I train my children in orderly planning so they are on time for school and other appointments?

"4. Do I keep as well informed as I might about my children's school work?

"5. Do they feel that I am at all times thoroughly interested in what happens at school?

"6. Am I training them to get the most out of their work or am I helping them in a way that is weakening their own powers?

"By answering these questions frankly, fathers and mothers will also start the term right."

Often in the Office Notes mention has been made of the splendid work being done by the

Harmon Foundation in assisting communities to secure playgrounds. They have another work equally as interesting and commendable—Student Loans. They issue an interesting booklet, "Financing Education a New Way—Applying Business Principles to Student Loans." States interested in the subject should get this booklet. Address the Harmon Foundation, 140 Nassau Street, New York City. The Foundation is a non-profit corporation organized under the membership laws of the State of New York for educational, philanthropic and humanitarian purposes. It issues a News-Bulletin also. The December, 1923, issue, Vol. 1, No. 1, has much interesting data in connection with its Student Loan and Playground activities.

A most wonderful book has just come to the National Office—"The Way Life Begins," by Bertha C. Cady and Vernon M. Cady. It should be read by every father and mother. The story is so beautifully told and so well illustrated that it is most appealing. Such a story gives boys and girls the right attitude of mind toward this often erroneously-told story. It is published by the American Social Hygiene Association, 370 Seventh Avenue, New York City.

It is interesting to note that in response to a demand for Summer School work in public health the United States Public Health Service has arranged with Columbia University, the Universities of California, Michigan, and Iowa to establish public health courses this year, conducted by specialists and including those on tuberculosis—community aspects, social hygiene, psychology of children, psychology of adolescence, the psychology of personality, mental hygiene—its personal and social aspects, protective social work and the delinquent, child hygiene, etc. They are designed especially, (1) to provide up-to-date intensive training for all persons engaged in any kind of public health work, . . . (3) to bring together practicing physicians, health officers and other sanitarians and thus to establish a more co-operative relationship in the work of disease prevention.

"Better Homes in America" has just issued a "Guidebook for Demonstration Week, May 11th to 18th, 1924," which may be secured by addressing the organization, 1653 Pennsylvania Avenue, Washington, D. C. Included in its pages will be found an historical statement, a foreword by Herbert Hoover, and discussions of the following topics: Why have better-home demonstrations in your home town? How to organize better-homes demonstration in your home town. Suggestions for chairmen conducting Better Homes in America campaigns. There is also a description of prize-winning demonstrations conducted in Port Huron, Michigan, and several other cities. If you are interested in the subject, (and what parent-teacher association worker is not?) send for a copy.

You will all be pleased to know that Delaware has a new leaflet. So many excellent program leaflets have been sent out by this State Branch that one marvels at the variety and the quality. This time the subject is "The School as a Community Center: III. The Schools of Randolph

County, Indiana." Indiana is to be congratulated on what is being done along the line of better schools, and Delaware is to be congratulated on being on the *qui vive* to find it out. Read "Spirit of Spartansburg" and "The School's Many-Sided Interests." They will thrill you. Here is a real school where children live! Of course many other communities are doing this and these are the schools that will "Save America." The pictorial supplement is needed to complete the story.

In 1921 the Woman's Press, 600 Lexington Avenue, New York City, issued "Ten Talks to Girls on Health," for club leaders, prepared by Augusta Rucker, M.D. Price \$1.00. It tells the things girls need to know about food, teeth, drugs, exercise, feet, love, and health. Every person who wishes to be well and strong and to have children who are well and strong—everyone who is willing to work for these ends—should buy a copy of this book. It would be most useful in parent-teacher association meetings as a basis for *real* study.

Another publication of the Woman's Press, "Red Letter Day Plays," is by Margaret Getchell Parsons. The plays are short and on such subjects as "Five-Spirits" (Hallowe'en), "The Courtship of Miles Standish" (Thanksgiving), "The Christmas Message," "St. Nicholas" (Christmas), "In a Valentine Box," "A Love Lyric of Letters" (April Fool's Day), "Jack-I-the-Green" (May Day), etc. Full of original ideas and one especially useful for workers with children.

Katharine Lee Bates, Professor of English Literature at Wellesley College, and the author of "America the Beautiful," has prepared "Little Robin Stay-Behind," a series of whimsical, fanciful plays in verse. There is one play to celebrate a special occasion in each month in the year. The first one gives the name to the collection and presents most delightfully the fall migration of the birds. Elves and planets, saints and seasons, flowers and fairies, take their turn in this procession of the months. It, too, is published by the Woman's Press, 1923. Teachers and parents would be greatly interested in this volume.

Another book of practical interest has just been published by the J. B. Lippincott Company, Philadelphia, Pa. Six illustrations, price \$2.50. It is called "The Homemaker." According to the plan here presented, children are trained as homemakers by the "kitchen garden" methods. Mabel Louise Keech is the author. The book may be used as a teacher's manual, a mother's guide-book, a reference book, or a young housekeeper's companion. There is a song and game with each lesson.

The American Social Hygiene Association, 370 Seventh Avenue, New York City, has just issued a booklet of peculiar interest to teachers: "The Teacher and Sex Education," by Benjamin C. Gruenberg, Ph.D. In a small compass the teacher's problem is stated and ways of solving it are described. More than this, the writer makes very clear the teacher's duty in this connection. Many parents also would be interested in the book.

WORTH PASSING ON

EDITOR'S NOTE: In this new section the National Press Chairman will present each month the most original and helpful ideas sent in by the associations in the forty-seven Branches. Send the story of the best thing you have done or the most interesting thing that has happened or the best program you have had, to Mrs. Laura Underhill Kohn, Furnace Brook Farm, Peekskill, New York.

Fort Wayne, Indiana, Parent-Teacher Council has a novel way of letting all parent-teacher members know "who is who" in the work. In early fall they send out a typed sheet of telephone-book size to be pasted in the telephone books, on which is given the address and the telephone number of the Council officers, department chairmen, Advisory Council, and the presidents of all the local associations.

Kansas State Branch had a successful State Round Table in conjunction with the Council of Administration of the State Teachers' Association.

In Kansas City, Missouri, a regular parent-teacher program is given by radio the first Tuesday of each month. This is arranged by Mrs. H. R. Graham, the State Press Chairman.

Urbana, Ohio, sends out a report card to all the homes in the city which is a wonderful recommendation for the parent-teacher movement. The back of the card reads as follows:

"IMPORTANT NOTICE TO THE PARENT

"Are you, as parent, interested in the welfare of your child? If so, would it not be expedient for you to spend at least one hour a month, meeting with the Parent-Teacher Association to discuss the problems of your child?

"Did you know that Urbana has one of the most progressive organizations in the state? That one meeting a month is held in each of the four school buildings?

"If you are really interested in your child and your child's school, it is advisable that you get into communication with—(here the name and address of the chairman in each district is given)."

This is followed by seven good reasons for Parent-Teacher Associations, and it is signed by the superintendent of the schools.

The Orlando, Florida, High School Parent-Teacher Association is educating its parents by a series of evening meetings at which the work and the problems of the Senior and the Junior High Schools are explained by the principals. This is followed by a period for questions and discussion.

The Mothers' Club of South Glastonbury, Conn., has hit upon the right idea to keep parents from forgetting the monthly first and third Wednesday meetings. They printed their program just large enough to fit in the average size pocketbook and clamped the four pages so that a little ring protrudes from the outside center. This very attractive-looking program can be hung in the desk or in some other conspicuous place. The subjects of the sixteen meetings are so interesting that one wishes to live in Glastonbury.

Brown's Valley and Waveland Schools, Indiana, know what co-operation means, for the magic lantern purchased by the Waveland Parent-Teacher Association is used by the Brown's Valley School, and in turn the slides purchased by the Brown's Valley Association are used by the Waveland School.

MICHIGAN. The Art Supervisor in the Detroit Public Schools is working with the P.-T. A. to get the mothers and the children interested in beautifying their homes and school rooms. She gives many simple ways of doing this; "Introduce a bright spot through the use of flowers, a living plant or berries gathered in late fall. Parents can give a vase of bright color to the class room, something to change the drab color, and give a new touch to things."

MISSOURI. St. John School P.-T. A. works hand in hand with the students. On Washington's Birthday they gave an all-day performance, the students furnishing the afternoon program, the parents, teachers and citizens of the town running a bazaar and a community dance in the evening.

ALABAMA Branch took advantage of both Education Week and of Child Welfare Day to aid the new Student Loan Fund. A percentage of the special funds raised to go to the Loan Fund. Each association worked out its own plan for raising the fund.

RHODE ISLAND. The Providence Evening Bulletin sent a letter to every affiliated P.-T. A. in Rhode Island asking for the accomplishments of the year—for the purpose of a story to appear on the Woman's Page of the Evening Bulletin of what the Parent-Teacher Associations are doing throughout the state. The editor of the paper stated in one letter that the P.-T. A.'s have become so important a part of the school system that they deserve a special writeup in addition to the customary publicity. Rhode Island has two leading articles in the farm paper, "Country Life," on the work of the Parent-Teacher Associations.

FORT WAYNE, INDIANA, sends out in early fall a typewritten list of speakers with their subjects available for all the parent-teacher associations in the council. This year's list has thirty speakers and the subjects are very interesting.

ARIZONA. Prescott, Miller Valley P.-T. A. had a unique Child Welfare Day celebration. The fathers entertained the mothers and the teachers and during the evening the fathers learned something of the growth of the P.-T. A. and the reason for celebrating Founder's Day.

NEWS OF THE STATES

CALIFORNIA

FIRST DISTRICT

The Extension Course in Child Training will be put on in various centers of Los Angeles County in the spring.

The popularity of the Reading Circles for mothers, and the constantly increasing interest in books helpful to parents in training their children, has shown that our membership is in earnest in wishing to know more about the whole subject of childhood in order that they may give their children the advantage of the most intelligent and sympathetic understanding.

This Extension Course has been arranged by the Extension Department of the University of California, Southern Branch, at the request of our First District Executive Board, and the educators have shown a fine spirit of wishing to co-operate in every way.

The course will consist of six lectures, the subject and personnel as follows: "Child Nutrition and Health," Dr. Helen B. Thompson, Professor of Home Economics, U. of C., Southern Branch; "The Period of Infancy," Miss Barbara Greenwood, Kindergarten and Primary Teacher, U. of C., Southern Branch, and member of the Executive Boards of six of the International Kindergarten Union; "The Pre-School Age of the Child," Miss Madilene Ververka, Supervisor of Kindergarten and Primary Work of the Los Angeles City Schools; "The Elementary School Age of the Child," Miss Ethel Salisbury, Associate Professor of Elementary Education, U. of C., Southern Branch; "The Adolescent Period," Dr. Chas. W. Waddle, Director of the Training School, U. of C., Southern Branch; "The Triple Alliance; Parent, Teacher, Child." An evening lecture for both parents and teachers by Prof. E. P. Woellner, Associate Professor of Education, U. of C., Southern Branch.

Arrangements have been made by the local federations to put this course on in Glendale, Alhambra, Long Beach, Pomona, and South Pasadena and one other yet to be decided upon, beginning early in March. All the lectures will be given on Fridays.

CONVENTION POSTERS

Posters will be exhibited at the State Convention to be held in Pasadena in May.

Prizes will be given to the District and the association in the District sending in the best poster bearing on some P.-T. A. activity.

The Venice Federation has been specializing along the lines of organization. The Executive Board is organized completely with all the departments of the state represented. Each association executive board is a duplicate of the Federation. It is aimed to have no inactive members. Each chairman reports once to each association in a short address on her work.

Each member of the association executive board and each one of the federated executive board is provided with a log book, a uniform loose leaf note book in which she writes her reports. At the end

of the year these reports are filed in one book under the secretary of the federation.

Looking to the training of leaders, a class in parliamentary law was organized at the High School under Mrs. Gallentine. A number of the women, mostly presidents, have been doing intensive study in this work. The results are showing in greater efficiency in conducting meetings. The women have a confidence and a poise that is reflected in well managed and courteously conducted organizations.

SANTA CRUZ FEDERATION

One of the agricultural extension projects which has been carried on through the Santa Cruz Farm Bureau organization in the farm centers has been that of child nutrition. The object of this work is to have rural children as physically perfect as it is possible for them to be through the adoption of correct food and health habits and by the correction of physical defects. The establishment of a hot lunch in rural schools is one part of the child nutrition project. The hot lunch work is but a part of the general health program which is designed to promote and maintain the health of all school children whether they are underweight or not, in order to prevent malnutrition as well as to correct it. In several of the farm centers the Farm Bureau has had the active co-operation of the P.-T. A., in this work. The success of the hot lunch demonstration at Live Oak has been in great measure due to the assistance given through the P.-T. A. organization. In the Mountain and Scotts Valley farm centers committees representing jointly the Home department of the farm center and the P.-T. A., are at work to inaugurate a health program in these schools. Plans are being formulated for making a campaign for 100 per cent health in schools in all farm centers.

LIVE OAK P.-T. A.

At the evening meeting on January 18, an interesting discussion regarding additional school ground and improvement of club property occupied the first hour, with reports from several committee chairmen.

Mr. Millington, the school principal, has been active in securing tile for the front of the property and on Saturday this tile was laid, and the ground graded at the expense of the county, school and the association.

Palo Alto has a dental clinic financed by the P.-T. A. It has been running a year at a cost of from fifteen hundred to two thousand dollars a year. One thousand children have been treated.

Mrs. Dana Thomas and ten of her department chairmen presented in a most entertaining and instructive way the ideals of the home. Order, Music, Environment, Intellectuality or Individuality, Devotion, Entertainment, Art, Love and Science.

California Elks' association have invited the state P.-T. A. president to be a member of the state committee to aid in establishing vocational "clinics" for boys.

DELAWARE

MANY GOOD SCHOOL LIBRARIES

The School Library is being discussed with very gratifying results in many of the P.-T. A. meetings. Some associations are starting to raise money to buy a few books; some are adding a small number to those already on the shelves, while some P.-T. A. treasuries set aside a sum to buy 30 or 40 books each year. No matter how small or how large the library is, it is a fine influence for the pupils, and should be encouraged in every way.

The information given below was gathered from reports from Publicity Chairmen or from the questionnaires sent in by the presidents of some associations from which we had not heard before.

New Castle school has 1000 books now. Their superintendent lays great stress on the value of books and the P.-T. A. plans to add 40 or 50 books to the library each year. Scenes from standard books were acted in pantomime by children of various grades, while the members of the P.-T. A. were to guess the titles of the books represented. This proved to be very interesting.

At Hazel's school, No. 114, there are as many books as there is room for on the shelves.

Prime Hook Community Association, No. 5, have bought 70 books with money made from the sale of refreshments at their meetings.

Roxana, No. 31, had a Festival in December; the money raised is to be used for books for the school.

The monthly dues of the Dorothy Club are 15 cents, of which 10 cents is to be used for books for the school.

Columbia, No. 49½, added 30 new books to the school library. The P.-T. A. has also bought an oil stove for use in serving a hot lunch to the children at noon.

The P.-T. A. of Richardson Park asked parents to give books as presents to the school. Several were brought to the last meeting.

Stanton P.-T. A. co-operates splendidly with the teacher, and they have bought a set of Compton's Encyclopedia for the school.

Ogletown, No. 42, have 105 books; 13 of them were bought this year out of the general P.-T. A. funds.

A library of 750 books is being presented to the new school at St. Georges. The number bought for equipment of the school will probably bring this number up to a thousand. The new building will be ready to occupy very soon.

Oak Hill, No. 71, although their president says "they have *only* bought a victrola, records, organ, song books, volley ball, and pictures," have also started a small library, following the suggested list of titles. With so many different things accomplished we are sure that Oak Hill will succeed with their library as well.

Townsend, No. 81, asked the opinion of Miss Eckman at the University of Delaware as to the choice of books for their library. A committee is to select the titles and buy them with the \$30 recently made from a Bake.

Summitt Bridge, No. 74, raised \$30 this year by holding socials, and have bought books. A very interesting dramatization of a reading lesson was given at the last meeting of the P.-T. A., which was well attended by people from the three districts near Summitt Bridge.

Frederica had a big Community Christmas tree in the Town Hall where a very interesting program was given. A small admission fee was charged, the proceeds to go towards a Library Fund.

Denny's Home and School Association, newly organized this fall, have already bought chairs and lamps for the evening meetings, and have \$21 on hand for books.

Cedar Grove, No. 74, sell candy, cake, and pies at the P.-T. A. meetings, the money thus made to be used to buy more books.

Salem, No. 51, voted to use money in the treasury to buy new books.

Mrs. Cleaver attended the December meeting of Bacon's P.-T. A., when the fee charged for the entertainment was to be spent for books. They hope to add 30 books to their library this year.

Among the Colored associations there is much interest in the question of the library. At a meeting of Summitt Bridge Colored P.-T. A., a fine demonstration arithmetic lesson was given. Plans are being made to buy books this year for the school library.

At the last meeting of Dover Colored P.-T. A., a "New Dictionary of Facts" was presented to the school by members of the association. This P.-T. A. has also done well in serving hot lunches to the children at noon.

Slaughter Neck, No. 193-C, are planning to get money for books from subscriptions and from the admission fees from Literary debates.

Delmar School Club arranged to buy a book a month for their library.

The children of Newport Colored school save their pennies in little banks, and their principal takes the money each month to a Wilmington Bank to deposit it.

DISTRICT OF COLUMBIA

The Carbery Parent-Teacher Association is the first school association to raise funds for the purpose of having electric lights installed in a school building. The Carbery is one of the older buildings and the classrooms are not very light, even in good weather. Last year, when Mrs. A. K. Wine was the president of the association, she aroused a keen interest in the question of lights, and Mrs. Hagen was made the chairman of the electric light committee. For months Mrs. Hagen studied the question of electric lights from every angle, and by the time the association had earned enough money to be a substantial help in installing lights in the building, she was able to furnish definite figures to the authorities. Early last November the building was wired, and now the once dark Carbery is aglow with light, to the satisfaction of the whole community. It is impossible to say to whom the lights give the greatest pleasure, to the parents, to the teachers or to the children, but it is certain that all parties concerned are equally happy.

At a meeting of the Petworth Home and School Association the treasurer submitted his report, showing a balance of \$489.77. A report of the milk committee was read which also told of the progress of the nutrition class, which is under the direction of the District health department. The association decided to join the Public School Association; also authorized the expenditure of \$100 for the erection of shelving in three of the

primary rooms. One hundred dollars was also donated to the Parent-Teacher Association of the Macfarland Junior High School, to be used as a first payment for a set of books for the library of the Junior High School.

The association was authorized to send out questionnaires to parents in regard to the giving of the Schick test to the children of the Petworth School by the District health department. Miss Jessie La Salle gave a talk on "Mental Tests." Dr. Kimball told of the history of the Petworth School and its development.

The ways and means committee of the Park View Parent-Teacher Association has secured and furnished a rest room for the teachers and a first-aid emergency cabinet for the school. There was a tie between the 6B and the 4A grades for the silk banner given each month for the best attendance.

Park View Work-Study-Play School after a four-year trial, is again unanimously indorsed, as evidenced by an appropriation of \$125 by the Citizens' Association and the Parent-Teacher Association of Park View to send Miss Frances S. Fairley, principal of the school, to the third annual conference of platoon school principals and superintendents in Chicago, February 27. The District of Columbia Congress of Mothers and Parent-Teacher Associations sent Mrs. William T. Bannerman, educational chairman, with Miss Fairley. Both attended by invitation of Dr. John J. Tigert, United States commissioner of education.

The Brightwood Parent-Teacher Association will co-operate with the department of pageantry of the community center department in arranging for a spring festival in May.

The Emery-Eckington Parent-Teacher Association appropriated money for the purchase of a satin banner bearing the colors and names of the two schools, to be used as a prize for the room having the largest number of parents present at each meeting of the association. At this meeting Miss Ortlips' room of the Emery School, fourth grade, won the prize, which was a handsome vase. It was announced that there would be a series of card parties at the homes of the different parents to raise money for different things needed at the two schools.

The Edmonds Mothers' Club elected officers at their last meeting. As a tribute to the fathers of the school who have helped to get the electric lights for the building, the mothers amended their constitution and made the organization a Parent-Teacher Association, thus permitting the fathers to become members.

ILLINOIS

The fourth conference of District No. 10 was preceded the evening before by a dinner given in Danville by the City Council of Parent-Teacher Associations to the speakers, Mrs. Langworthy and Mr. Schueller, the Board of Education and the superintendents of the city schools. Mrs. Langworthy addressed the conference on "Our United Interests," and Mr. Schueller on "How Illinois Can Help Build Community Recreation." Reports were read from twenty-five or more affiliated associations, which are coming to realize that money-making is not the most essential feature of parent-teacher work. The interest in the meeting was so intense that a request was made to have next year's

conference extended to two days. It will be held in Tuscola, Douglas county, completing the cycle of the district.

AMERICANIZATION COMMITTEE REPORTS

Armistice Day fell on Monday this year. Our evening school dancing class meets on Monday also, so, of course, we seized the opportunity to give a patriotic party.

Dr. Stiffer told us about his summer's trip through Europe, claiming the tie of a common origin with each nation, as he visited it in retrospect, emphasizing the fact that the heart of each nation is the home, as it is in America. Folk-dances from Sweden and Germany, an Armenian song by our star singer and sweet music by two Northwestern students completed the program.

Twenty nationalities are represented in our school. Almost all were to be found in the audience of 250. The regent urged them to write home to their people, saying that here it is easy for many nations to live together in peace. Why not "over there"? Then we stood in one great circle, hand in hand, native and foreign-born, and repeated this wish: "May there be peace in all the world, throughout the coming year." Each then faced his neighbor. They clasped right hands and said in earnest tones, "Peace be unto you; and to your country, peace." The circle broke. The dancing teacher took charge and the party went gaily on until midnight.

This is the way in which the Illinois Council of Parent-Teacher Associations tries to supplement the work of the evening school, wherever an association exists.

This is our program and these are our aims:

To celebrate patriotic days.

To bring native-born and foreign-born together in social intercourse, each contributing a share.

To make a special effort to invite foreign-born mothers to parent-teacher meetings.

To give them a special welcome when there.

To visit them in their homes.

To teach English in home classes and in settlement classes.

To assist in the work of those day nurseries and infant welfare stations which serve our foreign-born mothers and their babies.

Our organization includes: First, a state committee composed of experts: Mrs. Bemis, with her foreign language women; Miss Wetmore, the good angel of mothers' and factory classes; Miss Bright, of Evanston, with her famous book-auto, which carries both English and foreign books to west side homes and factories; a chairman, still an amateur after thirteen years of practical teaching of foreigners, working out in her laboratory of Washington School, plans which she passes on to the associations in her car.

Next: The regional chairman, who organizes mothers' classes into mothers' clubs, later to be affiliated with the Illinois Council.

Finally: Each association is expected to have an Americanization chairman, to socialize the local work, to promote a human attitude toward our foreign-born brothers and sisters.

EMMA GERTRUDE WHITE,
Chairman of Americanization.

A BUSY ASSOCIATION

The Mothers' Club and Parent-Teacher Association of Claire School, Middle Grove, has a mem-

bership of thirty-one. They held seven meetings between May and November with an average attendance of seventeen. In July at a picnic dinner and patriotic meeting they entertained 100 members of their own families and those of the Women's Christian Temperance Union. Their silver offering supplied their flower fund for the entire summer. The last of July they raised thirty-one dollars as a booster fund for their Chautauqua. August was their vacation. They opened the new school year with a reception for their new teacher and new board member, the first woman to be elected to this office in the township. They invited the families of the school board and the teachers and made it a real community affair beginning with a picnic supper, followed by a program by the small children and an address by the county superintendent.

Two-thirds of the families of the village are represented in the association membership. School board, church and W. C. T. U. co-operate splendidly. When the association was formed the tax used for school purposes was only one-half of one per cent, and they now use the full two per cent and get their share of the state fund. The schools are both standard schools. They have a good playground equipment to which the school adds each year with the proceeds from a play. They helped to solicit funds to oil the roads last summer, and are now putting in electric street lights because they know that will make the town better morally. They have outgrown their homes as a meeting-place, and are uniting with the pastor in organizing the community. They are finishing the church basement as a community room.

At their monthly meetings they use a loan paper or a round-table packet one month and make up a program from the BULLETIN or CHILD-WELFARE MAGAZINE the next.

KANSAS

Our state literature which was introduced as an experiment was so well received that it has been necessary to order reprints of all, and some of the leaflets have been reprinted twice. Requests have come from many county superintendents over the state asking for a sufficient supply to keep on hand in their offices. We feel that the experiment has proven a success.

We have disposed of our Legislative program nicely, and since December 1st a veritable stream of letters has been pouring into our senators' and representatives' offices at Washington, showing them how united we stand on the splendid points contained in the "Six P's."

CALDWELL

Prizes for the best kept accounts of personal receipts and expenditures by school students were awarded by the Parent-Teacher Association at the beginning of the school year.

The prize in each class was one dollar.

The accounts were an accurate record of all the money earned by or given to the students during their vacation, of the money spent, donated and saved during the same time, and what was done with the money saved—whether banked or invested. Some of the accounts, specially among the younger contestants, were surprisingly well kept.

The P.-T. A. is doing a fine work to promote

thrift and economy among the students, and to assist the schools in every possible way.

The P.-T. A. held a meeting in the H. S. Auditorium with an attendance of about 150. The principal object of this meeting was to discuss the organization of a school band, as a beginning of which instruments would be added to the school orchestra. When enough instruments had been obtained, the band would become a separate organization.

WICHITA HIGH MEETING

The Wichita High School Parent-Teacher Association held a very successful dinner on the evening of January 11, 1924, in the cafeteria of the splendid new million dollar high school. It was the annual dinner, and toasts were given to the "Jessie L. Clark Memorial Organ" which the association is sponsoring. A large crowd attended the dinner. Community singing had a place on the program and the association was favored by an address by ex-governor Henry J. Allen on the need of the parents to keep in touch with the training received by the modern youth. The meeting was closed by singing the National Parent-Teacher song, "My Tribute," composed by former National President Mrs. Milton P. Higgins.

K. C. BOOSTER BULLETIN

Kansas City has started something in Kansas. We were not informed as to whether or not the idea was original. We hope it was. Kansas is the place where things start, you know. K. C. gets out a four-page typewritten bulletin which is issued once a month. And the association which is a slacker is made conspicuous by its absence. Here are some of the things it contains:

Suggestions from Quindaro

A chart of cardboard or paper with a list of the mothers' names on it has been put up in the room where all can see it, and each mother who attends the P.-T. A. gets a gold star put on by her child. I suggest a place be made for the Federation (Council) attendance also, and a silver star to be given for local attendance and a gold star for attendance to the Federation. These charts could be made by the Booster Committee of your school.

Suggestions for Booster Chairmen

1. Chairman secured list of pupils of each room from the teacher.
2. Made alphabetical list for each room with address and phone.
3. Selected her committee of one Booster mother for each room.
4. Called them together and gave each her list with explanations.
5. Chairman wrote a "suggested" notice of all meetings to be enlarged upon or changed by Booster mothers and sent a copy to each Booster one week before meeting, instructing them which day they should be sent to school for distribution.
6. Each Booster mother should try to get in personal touch with the mothers of her own room, thus creating and stimulating an interest in the work, and informing herself of conditions and needs in the homes.
7. Each Booster mother should keep in close touch with the teacher of her room. In this way she may know of any changes occurring in the enrollment of pupils and change her list accordingly.

—Longfellow School.

Rosedale High School

The first meeting was a get-together meeting. It was held in the gymnasium. The fathers became so interested in the gymnasium equipment that they decided to organize and spend one evening each week in recreation at the gymnasium. We find the evening meetings more satisfactory to both parents. There are almost as many fathers in attendance as mothers.

We have divided our association into five groups corresponding to the four years of the high school and the junior high. The parents of each year are responsible for their evening's program, assisted by the pupils of that year by ushering, serving of refreshments, etc.

There is a chairman from the social committee and one from the program committee who are at the head of these groups. We are hoping later to have each particular group do something that will contribute to our finances. They may decide upon their own methods for this purpose. In this way we are able to interest more people for the work.

KENTUCKY

FAYETTE COUNTY COUNCIL

Sunday's Courier Journal, January 13, gave an account of the Fayette County Council of Parent-Teacher Associations and the grand program of improvement in rural schools they are carrying on in connection with the Fayette Community Council.

The platform of both organizations includes working for equal advantages for every boy and girl in the County, maintenance of a rest room in the Court House at Lexington for country women, good books circulated in every rural home, assisting the Public Health Nursing Association and extending the Baby Milk Supply activities into the country, placing of scales, nutrition classes and hot lunches in rural schools. A modern marketing exchange where farm women may market their surplus products has been started. This is only a beginning of work to be accomplished through a well-organized County Council of 25 schools.

This is the ideal for all counties. The Council may be started in *any County with ten Federated Schools*, extending the work into other schools gradually. Help form a County Council in your County.

The Jefferson Council of P.T. A. feels that it has accomplished some really worthwhile and outstanding things during the past year.

Their needy children have been clothed, lunch rooms established in many schools, milk supplied to undernourished children in a few schools. Scales and victrolas have been bought, nearly every school has its flag and even the smallest school has some sort of playground equipment.

Mrs. Finzer has organized about 55 out of 60 schools and it is hoped that the others will join soon.

The Council meets monthly, always trying to have some good speaker. During the vacation months all-day meetings were held at the different schools. Everyone brought her own lunch while the hostess school furnished something to drink.

About 225 were present at a Get-Together meeting which was held at the Ballard Mills, and a social hour followed the business session. Presi-

dents, trustees, teachers and members of the Board of Education were present. Chairmen of various committees were appointed conforming to state policies. They work hand in hand with the Teachers' Association.

Year Books have been printed and a class in Parliamentary Law has been organized to help officers. Three teachers of music have been engaged during the past month to visit the schools that want the teachers and are willing to pay half the expense; the County Board pays the other half. A Student Loan Fund has been established, one girl having been sent to business college and her car fare paid.

Eminence has a flourishing P.T. A.! This is the third year of its existence. They have a membership of 63 with dues sixty cents yearly. Since September first they have bought a good piano, made two payments on an Encyclopedia and have installed a Penny Lunch and a School Kitchen. Last year milk was served to undernourished children with such success that they were encouraged to establish the lunch this year. Every effort is made to serve a well-balanced ration and teachers report improvement in the work of the children. The milk served comes from a federal-inspected herd. One mother and two girls from the senior class assist the cook in serving each day. The sales are on the closest possible margin, the aim being to make the lunch just self-supporting.

NEW YORK

Printed programs of their year's work are becoming more and more general through the state. Some are folders, others no more than mimeographed sheets, but the trend is towards a thoughtfully prepared program with a main idea to be developed.

Recreation is one of the most popular themes for this year.

Speaking of mimeographs, many reports are coming in, of the purchase of these labor-saving devices. They are used by the teachers in making out test papers, and dozens of places where many copies are needed and the associations find them a great boon.

Horace Maan School, New York City, feels a lack in the social life of the school. After a careful survey, and much discussion by the members, it was decided to use the school rooms frequently out of school hours, as a social center, for the high school girls and boys. Dances, theatricals, and anything that develops the almost invisible community spirit of a large city will be carried out here.

A weekly Bulletin for parents, published at a cost of \$2 a year, will be mailed to the homes. It will contain information as to best books, investigated plays and pictures, and notices of lectures and anything of educational value.

The Alfred Street P.T. A., Binghamton, is entertaining the Boy Scout troop of the school each month. This party follows the regular scout meeting. Several members of the association help each time directing the games, stunts and contests and serving "eats" that appeal to boys. Sometimes girls are invited in and the evening is given over to dancing.

A favorite custom in many New York High Schools is a trip to Washington by the Senior

class, at the spring vacation. This trip is partially financed by the strenuous efforts of the seniors, themselves, during the year, plays, sales, magazine subscriptions and what not, the parents paying the other part.

In Perry there were one or two whose parents were not able to finance their share, so the P.T. A. played fairy godmother and sent them off rejoicing.

Fairview Mothers' Club made a thorough investigation of a boarding house for children, finding the children improperly taken care of. Result—the license was taken away and the women asked to leave town.

A dramatic club and a Junior Auxiliary have both been organized within the P.T. A. of William W. Smith School of Poughkeepsie. The dramatic club is composed of mothers, fathers, and teachers, one of the fathers acting as coach and director. A vaudeville performance with a one-act farce was recently put on, music furnished by the high school orchestra and programs used in which such advertisements as the following appeared:

**PARENTS JOIN OUR P.T. A.
SCHOOL NO. 7
WE NEED YOU
MEETS FIRST WEDNESDAY
IN EACH MONTH**

This space donated by a mother.

The Junior Auxiliary is formed of girls from the seventh and eighth grades. Has regular meetings, officers, etc. Assists the club in such ways as:

- Taking care of children during meetings.
- Helping at all money-making affairs.
- Taking charge of ticket sales.
- Soliciting advertisements for programs.
- Acting as ushers.

There is a club pin and the motto is, "Up and Doing."

UNION SPRINGS H. & S. CLUB, N. Y.

HOW TO FIND YOUR RATING AS A REAL DAD

20 Points for Boy Knowledge and Helpful Home Influence

- | | Points |
|---|--------|
| For setting aside out of every week adequate time for participation in the boy's work, play, study, activities and interests. | 10 |
| For having definitely studied the problems of boy life and development | 5 |
| For providing definite place and responsibility for the boy in the life of the home .. | 5 |

20 Points for Care of Mental Needs and Development of Boy

- | | |
|---|---|
| For providing a definite program of mental activity adequate for your boy (OUTSIDE of his regular school work) | 5 |
| For personally carrying out a plan, thoroughly covering the matter of sex education | 5 |
| For providing simple shop tools, books and other simple equipment necessary to stimulate broad mental development | 5 |
| For arranging definite study times with the boy on suitable subjects | 5 |

20 Points for Care of Physical Needs and Development of Boy

- | | |
|---|---|
| For providing a definite program of physical activity adequate for your boy | 5 |
|---|---|

- | | |
|---|---|
| For a specific plan in operation for the establishment of fundamental health habits | 5 |
| For annual physical examination, including eyes and teeth | 5 |
| For personal participation with the boy in outdoor sports and games | 5 |

20 Points for Care of Spiritual Needs and Development of Boy

- | | |
|---|---|
| For providing a definite program of spiritual activity and interest adequate for your boy | 5 |
| For encouraging, making possible, and participating WITH the boy in some definite service to others | 5 |
| For the regular conduct of any definite form of home worship and religious training | 5 |
| For, with reasonable regularity, personally accompanying the boy to some form of public worship | 5 |

20 Points for Care of Social Needs and Development of Boy

- | | |
|--|---|
| For providing a definite plan of social activity adequate for your boy | 5 |
| For making your home gang headquarters. | 5 |
| For definite home training in thrift and money | 5 |
| For personal relationship to a gang of which YOUR boy is a member | 5 |

Each "Dad" was given a copy to check up and refer to four weeks later as a means of improvement.

OREGON

From District No. 6 we have received a report of the first county organized this year. Also the report of the organization of two additional high school associations. Such progressive activity in our southern district, following our convention recently held in that section, emphasizes our belief that it is well for any locality to entertain a state convention within its borders. We are likewise firm in our convictions that district and county conferences are equally inspiring and instructive to the members in attendance. The many parents and teachers who cannot leave their homes and schools to attend a state convention, can attend a local conference, and through it receive all that the State and National have to give from the accumulated experiences of many years in the work.

At the meeting of the State Board of the Parent-Teacher Association in January, Director Earl Kilpatrick of the Portland, Center, University of Oregon Extension Service, spoke of the work of the summer sessions, and of the apparent need of the Parent-Teacher Association to have some study or course of instruction.

The University is ready to co-operate with the State Parent-Teacher Association in such a program and has asked that a committee from the P.T. A. meet with the extension committee for the purpose of arranging for such a course.

BELLEVUE

Bellevue Circle, organized this year, with a membership of 17, and an enthusiasm worth millions, gave an entertainment to raise their dues and a fund with which to "carry on," and cleared \$75.00.

LEBANON

Last week we gave our first Father and Son banquet at Hotel Lebanon and eighty fathers and sons sat down together. We cleared twenty-seven dollars, which is to be a starter in some way toward music in the schools, either a Victrola, or towards orchestra or teacher. In May we are planning to have a Mother and Daughter day also.

RIVERSIDE

At the January meeting of the Riverside Circle the members voted to buy a volley ball and net for the play shed recently furnished. They also voted to buy material for an emergency kit to be used in case of emergency accidents. The meeting was especially for fathers and an oyster supper was served, followed by a splendid program.

SILVERTON

We have just finished furnishing the teachers' rest room in the new Eugene Field building at a cost of about \$100. It is our plan to furnish a room in each of the other three buildings, with at least a cot and chairs in case of sickness of pupils or teachers.

We held a food sale and realized \$55. We are now starting the free milk for the undernourished children, the milk to be paid for by the Silverton Shriners. We had a very successful sale of Christmas stamps. We will assist the men of the city with Thrift Week. We have purchased more records for the Victrolas. We held a reception for the teachers in November, had a fine program and served refreshments in the library. We held a child clinic with the Woman's Club recently.

COUCH

There is much activity in the Couch Parent-Teacher Association and all of the members and their families are working enthusiastically to make this a red-letter year. The membership drives have increased the membership of both fathers and mothers to over four hundred, which makes Couch Circle one of the largest, if not the leader in the State Federation. The children and teachers have worked equally hard and the plants awarded the rooms bringing in the most new members have created quite an incentive to them to work to keep Couch school at the head.

The January meeting was held in the evening and a prize awarded the class having the most fathers present. Very gratifying results were obtained.

SITTON

We have a splendid attendance at every meeting. Our teachers are always with us in our work and prepare a short program for each meeting. At this time we are giving a bowl of goldfish to the room that has the largest number of parents and grand-parents present. We find that the children are all very anxious for this prize, which in turn brings out the mothers. Our program committee has good speakers on our various branches of work at every meeting. Sitton school is deeply interested in the moving picture proposition and through the efforts of our splendid chairman we hope to soon have a picture and comedy at the local show every Friday evening fit for the children to attend.

We have also recently pledged \$25 to the H. S.

Loan Fund. This amount will be raised by a series of silver teas.

TEXAS

THE GULF PARENT-TEACHER ASSOCIATION

We have a new auditorium with a seating capacity of 252 and it is arranged so as to open up a class room and give room for about 60 more. The stage is large enough to put on any kind of a program and has the accommodation of two large dressing rooms. The first question of importance for the Parent-Teacher Association to take up was a piano for the auditorium. A beautiful new Emerson was secured by making a payment of \$50. October 19th the Parent-Teacher Association gave an open house. All the patrons, pupils and teachers of Gulf were invited, also the Mothers' Club, faculty and board of trustees from Matagorda. A very interesting program was given by teachers and pupils of Gulf school after which the class rooms were thrown open for everyone's inspection. The different rooms were decorated with cut flowers and work of the pupils. Meetings have been held monthly with large attendance at each meeting and very interesting programs. At the last meeting a magazine committee was appointed and they are now trying to place the Child Welfare Magazine in each home of Gulf. Book week was observed by giving prizes to the children making the best posters representing book week. Three books were given to children of the second, third and fourth grades. This club gave \$5.00 on the Endowment Fund and sent a delegate to the state convention at Tyler. On her return she gave a very nice report and we feel that we have been greatly benefited by her report of our convention. We have been very successful in a financial way, considering the size of our town. At the opening of school in September we had \$118.50. Now we have \$780. We have secured this money in the following ways: By holding four food sales; selling Christmas cards and seals; selling spaces for advertising on our stage curtain. To date we have sold and collected \$510.50 on the curtain. We made \$85.70 on our first lyceum number. We have had donations amounting to \$33.25. We are now prepared to pay for our piano, printing of curtain and delegate expenses to the convention and we will still have a neat little sum left in the treasury. With the money we have left and our efforts, after Christmas, we are going to help the school obtain a nice library.

The following is from the Dallas "Dispatch": "Dallas Parent-Teacher Associations have given another member to the Board of Education in Mrs. H. L. Peoples. The first was Mrs. Kirk Hall, formerly president of the Mothers' Council. It is safe to say that each of these women knew more about the schools of Dallas and the duties and responsibilities of the School Board than most of the men who have been elected to that body. Parent-Teacher Association work brings women into close touch with the schools. The responsibilities of motherhood make their active interest in the schools keener. The Parent-Teacher Association is an excellent training ground for School Board membership. Dallas schools would not suffer if still more Parent-Teacher Association women were elected to board membership."